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Thesis 1933

Evidences of a new civics course as found in the Junior high schools of Massachusetts

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

EVIDENCES OF A NEW CIVICS COURSE AS FOUND IN THE JUNIOR HIGH SCHOOLS OF MASSACHUSETTS

Submitted by

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(A. B., Boston University, 1932)

In partial fulfillment of requirements for the degree of Master of Education

1933

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TABLE OF CONTENTS

INTRODUCTION

During the past few years the subject of civics in the junior high school has met with much criticism. This criticism has been based on four very definite shortages in our political democracy - namely, that (1) there is a lack of an intelligent electorate; (2) there is a lack of effective political leaders; (3) there is a lack of respect for law and order; and (4) there is a lack of interest in things political.

The civics course has thus far failed to eliminate these shortages because of its material content. In the past, this study has been too theoretical and fact learning. Prominent officials are of the opinion that the subject has failed to engender true ideals of citizenship. The content of the conventional civics course has failed to include a study of society as an integral part of the student's life. Secondly, the content of most courses has thus far considered the government as a structural unit rather than a unit in which the student must play an active part. Critics feel that it is not necessary to know what the constitution says about the age qualifications of a representative. The important thing to note is that representatives must possess the qualities of good character, mental ability, and political alertness. In other words, the duty of the school is to

produce an intelligent voter and citizen.

The failure on the part of the civics course to produce law-abiding and enlightened citizens has led numerous educators to study the problem carefully. As yet, no ideal civics course has been constructed. On the other hand, there are certain very definite evidences that advancement toward this ideal goal is being made. This statement leads to the purpose of this particular study.

Purpose.

The purpose of this thesis is to discover those evidences of a new civics course as may be found in the junior high schools of Massachusetts.

Organization of material.

The thesis has been divided into six chapters, the first two serving in an introductory capacity. Chapter 1 has been written for the purpose of defining certain terms and words found in the study. Chapter II serves to explain why a need exists for a new course in civics. It is of great importance to know what forces are bringing this matter of reorganization before the public. Chapters III, IV, and V constitute the main body of the thesis. Chapter III represents the evidence of civics improvement as emanating from the plans of state, federal, and municipal educators. Chapter IV indicates the evidence of reorganization as may be found

in the material content of the more progressive civics courses. Chapter V illustrates new teaching techniques used in the civics classroom. These three chapters constitute as many evidences of the fact that a new civics course is coming into being. Chapter VI aims to summarize the study.

To aid in discovering evidences of civic education improvement, a questionaire was sent to one hundred junior high schools in Massachusetts. A copy of this may be found in the appendix. It will be noticed that both rural and urban schools have been included by the questionaire. This practice assured a comprehensive view of civic education programs all over the state. It will further be noticed that certain senior high schools have been represented in summarizing the results of the questionaire. All data received from these institutions were restricted to the civics work accomplished during the freshman or first year of study. Since the ninth grade of the junior high school compares with the first year of the four year high school, the information obtained from the latter institution was in accord with the general junior high school program.

CHAPTER I.

Definition of Terms.

In the study of civic education, constant reference will be made to certain words and terms which need a bit of explanation. In the first place, what do we mean by civics, civic education, citizenship, the state, and education for citizenship? Furthermore, what is a junior high school and why should it be of importance in the field of civic education reform? Let us consider these questions in the following paragraphs.

As a rule, dictionary definitions are of no particular worth in an extended study. However, Henry Randal White has written a definition of civics that has been recognized by educational leaders as being most inclusive. It reads as follows:

"Civics is the science that treats of citizenship and of the relations between citizens and the government."[1] Civics includes (1) ethics, or the doctrine of duties in society, (2) civil parity, or governmental methods and machinery, (3) law, in its applications most directly involving the interests of society, (4) economics or the principles or laws of wealth and exchange, (5) history of civic development and movement.

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[1] Standard Dictionary of the English Language, p. 346.

The committee drawing up the Seven Cardinal Principles of Education says:

"Civics---should direct attention to social agencies close at hand and to the informal activities of daily life that regard and seek the common good."[1]

The American Political Science Association offers still another conception of the word civics:

"Civics instruction should serve to awaken a knowledge of the fact that the citizen is in a social environment where laws bind him for his own good, and to acquaint the citizen with forms of organization and methods of administration of government in its several departments."[2]

Arnold W. Brown, author of numerous textbooks dealing with civics, has given us the following rather indirect definition:

"Civics makes its claim for recognition among school subjects not on the basis of general instruction but on the basis of specific instruction in the duties and responsibilities of citizenship as it appears in and out of the school."[3]

Having presented these different conceptions

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[1]Cardinal Principles of Education, p. 13.

[2]A. W. Brown, Improvement of Civics Instruction, p. 54.

[3]Ibid., p. 1.

of the word civics, it seems necessary that a definition be laid down explaining the use of the word as it will be employed in this study:

- Civics is that study which aims to acquaint the pupil with the duties and responsibilities of a citizen in a society ruled by definite laws and customs created for its own well-being. -

Civic education and civics have thus far been used synonymously. However, the former word covers a broader meaning. It aims to acquaint the pupil with the duties of citizenship through many supplementary means; thus, character training, boy scout work, and church work are all agencies in teaching the principles of civic education. Civics usually narrows itself to definite learning exercises and knowledge acquired through classroom study. In spite of this distinction, civics and civic education will be used interchangeably. William G. Carr recognizes the difference in meaning of the two words, but nevertheless says the following:

"Education which aims to offer the knowledge and give practice in the skills necessary to pleasant association and effective cooperation is often called civics, civic education, or social education, or education of citizenship."[1]

In discovering evidences of a new civics course

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[1] W. G. Carr, World Citizenship, p. 5.

for junior high schools, the term community civics was found to be quite commonly used. In fact, the state committee on the reorganization of social studies has chosen to call its civics course, community civics. An explanation of this word appears necessary. The Civic Education Circular (Number 1), issued by the United States Bureau of Education has adopted the following:

"The aim of community civics is to help the child know his community - not merely a lot of facts about it, but the meaning of his community life, what it does for him and how it does it, what the community has a right to expect from him, and how he may fulfill his obligation, meanwhile cultivating in him the essential qualities and habits of good citizenship."[1]

According to Arnold W. Brown,[2] community civics aims to develop civic responsibility, civic ideals, and civic habits.

All of these objectives are included in the normal course of citizenship training found in the junior high school. Howard C. Hill[3] is of the opinion that community civics includes the study of group life as found in the home, the school, church, the local community, the nation, and the world; the study of community welfare which focuses attention upon such problems as health, pro-

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[1] Civic Education Circular, Number 1, p. 4.

[2] A. W. Brown, op. cit., p. 17.

[3] H.C. Hill - Community Civics - p. iii

tection, recreation, civic planning, and the care of unfortunates; finally, it includes the study of government as satisfying the many human needs. Indirectly, Hill includes in his definition what is known as vocational civics, or occupations. In this study, community civics will be defined in terms of the above author. Therefore, let us adopt as being quite broad and accurate those items of study which Hill believes are necessary to community civics.

If one should look back over the past few pages, it is quite evident that constant use of the terms citizen and citizenship would be noticed. Consequently, we are forced to do more explaining. Aristotle laid down a definition of "Citizenship" which is of importance to this very day. The great Greek philosopher says:

"He who has the power to take part in the deliberative or judicial administration of any state is said by us to be a citizen of that state; and speaking generally, a state is a body of citizens sufficing for the purposes of life."[1]

This definition is too broad for our study, although it is considered very highly by Beard and other political thinkers. Bodin, the French philosopher of the sixteenth century, has seen fit to adopt a somewhat narrow

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[1]Coker, Readings in Political Philosophy, p. 63.

conception of citizenship; he says:

"A Citizen is no other than a free man who is bound by the supreme order of another."[1]

This conception is as narrow as Aristotle's is broad. Advancing to modern times, we have a characteristic short, but complete definition of citizenship given by Calvin Coolidge as follows:

"Good Citizenship is neither intricate nor involved. It is simple and direct. It is <u>everyday common sense and justice</u>."[2]

Thisdefinition is concise, inclusive, and certainly demands commendation. It lacks the frills of the more philosophic gentlemen, but abounds in simplicity.

Seba Eldridge of the University of Kansas offers a definition of citizenship which is illustrative of the pessimistic outlook on the political conditions of our country. This man is of the opinion that:

"Citizenship is a sort of residual interest with the great mass of voters, which is attended to only when and if their work, their family, their church, their lodge, their car, or their favorite movie house does not

[1] Coker, op. cit., p. 327

[2] Calvin Coolidge, <u>His Ideals of Citizenship</u>, p. 78

conception of existence only. He says:

"A person is an entity with a function
who is bound by the imperative force of morality."[1]

This conception is an outgrowth of existentia is
visual. Advocating in modern times, as does a contemporary-
left, that, but requires definition of existentialism
after a certain condition as follows:

"Man originally is neither initiative nor in-
ventive. He is blind and dumb. It is existence
gives him freedom."[2]

Existentialism is modern, relativity, and
[illegible] commonness. It lacks the [illegible]
of the same [illegible] philosophy, but always is
[illegible].

Some critics of the philosophy of Sartre
[illegible] a definition of existentialism which is identifying
of the [illegible] method of the [illegible] [illegible]
of the society. This one is a new [illegible] [illegible].

"Existentialism is a kind of [illegible] [illegible]
[illegible] of [illegible] [illegible], [illegible] is [illegible] [illegible]
[illegible] [illegible] [illegible], [illegible] [illegible], [illegible] [illegible],
[illegible], [illegible], [illegible] [illegible] [illegible] [illegible]

[1] [illegible], op. cit., p. [illegible]

[2] [illegible] [illegible], [illegible] [illegible], p. [illegible]

claim their attention."[1]

Here is a definition which breathes with a spirit of contempt for modern political affairs; in fact, it is an evidence that better citizens are needed in our country. The school and community should receive these caustic words as a challenge to produce an enlightened, interested and zealous electorate.

Let us in this study consider the good citizen as:

"One who because of the nobility of his character and the resulting usefulness of his life, is a constructive force in his community."[2]

There yet remains another explanation of importance in this study. What do we mean when mention is made of such words as the state and the community? These terms represent social units, or groups of people bound together for one reason or another. John Locke has defined the state in the following well-chosen words:

"Those who are united into one body, and have a common established law and judicature to appeal to, with authority to decide controversies between them and punish offenders, are in civil society one with the

[1] S. Eldridge, New Citizenship, p. 43.

[2] "Citizenship Through Character Training," Boston School Committee Document, Number 10, p. 17.

[illegible] electric."[1]

There is a definition which concerns with a right to language for memory activities; in fact, it is an evidence that human citizens are equal in our society. The legal and community service activities should work as a resistance to produce an efficiency, increasing and involve electronic.

Let us in this short reading the most signed as:

"The non-issuance of the legality of the language and the existing conditions of his life, is a unnecessary force in our community."[2]

There are many in another explanation of ex-pressions in this study. That is to mean the service is done at such point in the state and the community. These issue represent social data, or groups of people model working for the freedom of a nation. Then again has defined the study in the following multi-dimension ways:

"There are two ways that one can, and have a common relationship for the language is needed in, with ability to develop communication skills, the non-native citizens, are in still another one type and

[1] e. Tiriano, The Citizenship, p. 6.

[2] "Citizenship Through Community Training," Puerto Rican Constitute Journal, Volume 17, p. 17.

other."[1]

This definition serves to define the use of this word in our study. The term community hardly needs explanation; however, its meaning is clearly expressed by the Massachusetts state committee on the reorganization of the social studies. It says:

"A Community is a group of people having common wants and common purposes.

In the introduction to this study, a limitation was made to evidence of a new civics course as might be found in the junior high schools of Massachusetts. Before proceeding further it will be necessary to explain the purpose of the junior high school. It is equally necessary to point out, at this time, those reasons which make the study of civics in this particular institution practically imperative. Also, since our study deals exclusively with civics in the junior high, some indication of the number of pupils taking the course, relative importance of the course, and other similar data must be given. The following paragraphs attempt to satisfy these demands.

The committee drawing up the Cardinal Principles of Education was the first official body to recog-

[1]Coker, Readings in Political Philosophy, p. 394.

ation.[1]

This definition serves to define the use of this word in our study. The term community usually implies; however, the question is raised regarding the determinants which constitute the territorial-ism of the social system. It has:

"A community is a group of people living together for social and economic purposes."

In the introduction to this study, a limitation was made by stipulating on a map drawn outline of which be found in the junior high schools of Massachusetts. Little consideration therein it will be necessary to verify the nature of the labor force involved. It is quite important to point out, at this time, that research which has the tendency of arising in this particular investigation particularly industrial. Yet, when one study again relationships with others in the local life, some importance of the concept of public relations and culture, relative importance of the course, and other matters must be given. The objective criterion cannot be entirely clear cut.

The conscious trending of the Technical Education of Education was the chief criterion that is trans-

[1] Dewey, Problems in Political Philosophy, p. 70.

nize the junior high school as an integral part of our educational system. This institution, the committee considers, should act as a stepping stone between the elementary grades and the high school. Such an intermediary position, the board believed, would materially reduce that very wide gap which existed between the two. In this new junior high school, there should be a gradual introduction to departmental instruction, some choice of subjects under proper guidance, promotion by subject, prevocational courses, and a social organization which would call into play the service of personal responsibility for the welfare of the group. Furthermore, the report heartily condemns, "any and all plans, however well intended, which are in danger of divorcing vocation and social-civic education."[1] It can be seen, then, that it was the opinion of this famous committee to have the junior high school serve not only in the capacity of introducing the pupil to vocational pursuits, but also to the complexities of the social order about him. Since the aim of community civics is to acquaint the individual with the duties of society, then it is fitting that we should give such information in the junior high schools.

A second reason for the teaching of civics in the junior high school arises from the fact that the

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[1] Cardinal Principles of Secondary Education, p. 10.

high school, the usual seat of civic instruction, constitutes a selective body of pupils. In 1928 there were some 106,497 pupils in the combined seventh, eighth, and ninth grades of Massachusetts public schools. Of this number, 52,107 were in the ninth grade. The number of pupils in the tenth grade was only 40,360, or 11,747 fewer than in the previous grade. In other words, twenty-three percent of junior high school pupils never carried their education beyond the ninth grade. This proves that the senior high school does not accommodate a great many children. Civic education should be given to as many students as possible; therefore, the junior high school should include this study.

So important is the inculcating of proper civic attitudes and ideals, that the school in no sense can afford to pass by the training of some twenty-three percent of its pupils. It is important from the numerical point of view that civic training must be given in the seventh, eighth, and ninth grades.

A third very important reason for the teaching of community civics in the junior high school, may be found in the fact that adolescent minds are in a very plastic condition. To state the issue in a different way, we might say that the years between twelve and fifteen are those in which fixed ideas and concepts are

formed. It is not the writer's intention to infer that adolescence is the only era in which these characteristics are formed; however, during this plastic period the minds of these junior members of society should be especially trained. This is the period for learning proper attitudes toward respect for law and democratic government. It will be noticed that this three year era is a very critical one. It is a time when many avenues of interest may be offered the pupil; he may be enticed to follow the path of moral degeneration; he may be advised as to enter upon life's duties with an enlightened mind; or finally he may be misinformed as to the true purpose of our social, economic world. Let it be the primary duty of the junior high school to so shape the minds of its pupils that they will look with intelligence upon society as an institution for which they must labor.

CHAPTER II.

The Need for a New Civics Course.

"The Messiah of Peace is Education"

Paul Klapper

This study has been undertaken for the purpose of discovering evidences of a new civics course. Those possessed with intellectual curiosity will immediately ask the question - what is the matter with the present civic education program? This query might be answered in terms of the common criticism of civics courses; namely, that they do not produce law abiding and enlightened citizens. However, beneath the surface of such mere speculation, there appear very definite reasons why the present course of instruction has failed to meet the exigencies of the moment. The following paragraphs will attempt to point out why the conventional civics course is in need of very drastic revision. The evidence has been derived from four main sources as follows: (1) the economic changes of the present era; (2) the development of new social unity; (3) the growing complexity of the government; and (4) poor organization of many civic programs.

Economic changes in the present era.

Not so very long ago, in fact during the 1890's, there began to rise certain problems which gained national attention. This was the period when great changes were

coming over the country. Our population was increasing by leaps and bounds due to an influx of Southern Europeans; new towns and cities were coming into existence; the railroads were gaining so strong a monopolistic control that they were all but stifling the small producer; the factory system was growing so fast that there arose a host of health and sanitation problems; our great natural industries in oil, lumber, and minerals, were becoming of real importance, thus adding new interest to our industrialized nation; capital was becoming organized into what were known as corporations, thereby creating an all-powerful wealthy class which played havoc upon the more unfortunate victims of an industrialized world; finally, as a result of all this marked mechanical progress, came the rapid rise of the city population, bringing with it the evils of crime and poor living conditions. Andrew C. McLoughlin sums up the state of affairs in the following paragraph:

"The problem of adjustment, of reaching reasonable relations between labor and capital, of finding peace in the industrial world, a peace not brought by warfare or threats of violence, came to be a problem of utmost interest."[1]

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[1]Andrew C. McLoughlin, History of the American Nation, p. 491.

Out of this chaos there arose a new interest in a citizenship that would train pupils for the new day. Hence, we find in this period that there was a marked attempt to change all civic education programs. There was a definite tendency to depart from the old study of government structure, and enter upon the examination of city and national problems. Herein may be found the nucleus of our present day civic studies.

However, in the decade that preceded the twentieth century, there were certain redeeming features which made the solving of this industrial and social problem relatively simple. For one thing, the government still offered free land to adventuresome migrators. Any man who was dissatisfied with his lot in life had the opportunity of packing "bag and baggage" and going far west, or even to Alaska where gold had been discovered. This fortunate avenue of escape tended to reduce the number of people who might have become burdens on the state. Another redeeming feature was the fact that even though the machine had brought evils with it, nevertheless it created a call for labor. This materially affected employment to such a degree that few were actually out of work. Here then were two factors that tended to ease the panic of 1890.

Today there is not the least doubt that our

country is confronted with a very serious economic problem. How to solve it still remains a matter of grave concern. The only possible direct and certain relief will come through education, and principally through those courses of study which will produce active and far-seeing citizens. We have but to point to France and Germany to bear this statement out; both these countries resorted to civic education when beaten in battle.

First let us consider those forces which have necessitated an economic readjustment, and a new civic education program. Today we are faced with the great problem of unemployment. At present there are as many as ten million men and women without work. Why has such a condition come into being? One great reason may be attributed to the late World War. During this great conflict our country was called upon to produce goods for the whole world. As a result, great factories were built, extra acres of farm land opened, and our entire industrial nation changed into a mechanized unit. What was the result of all this outburst of action? Some say, and indeed truthfully, that the markets became flooded with surplus goods. Others say that a new machine age had been called into being. This last statement was based on the fact that many new inventions had been created when our man power was called to the Western front in Europe. No doubt, these explanations are quite true. However, we

can readily see the effect of the war on the economic conditions of this day.

"Yankee inventiveness" may be considered a desirable asset, but when it advances to such a degree that one man can do the work which formerly took fifty, then a question of doubt as to its desirability arises. Is it preferable to have fifty men hard at work, or forty-nine staying at home doing nothing? This question is before the nation for its consideration at this very minute.

Granted that we have the evils of a machine age upon us; what can we do to offset the effect upon society? It is evident that there are at least two possible lanes of escape. Either we can educate the public to the fact that they really need more and different kinds of goods, or we may so arrange a division of labor whereby every man will be given a chance to work, but only for very short periods of time. The first suggestion has a very apparent fallacy in it. How can people buy new goods when even at the present time they cannot obtain the bare necessities of life? Evidently one of our lanes of escape is closed unless we adopt a lower standard of living. Such a practice will, however, take a long time to evolve, and in most instances can only be accomplished by a social or even political revolution.

The second lane of escape may be found incorporated in the ideas of such famous men as James Truslow

Adams and William F. Russell. These distinguished scholars are of the opinion that only by cutting down the number of hours of work can all men be kept employed. Such a suggestion brings forth numerous problems. In the first place, there will have to be a lowering of the wage scale, else not all men will be able to work. Now, what does the lowering of a wage scale mean; are we to interpret that our high standard of living is to be materially readjusted? This question can not be satisfactorially settled at this time.

The most evident outcome of Adams' and Russell's plan is the creation of long hours of leisure. If people really knew how to use their leisure hours, we would have no pressing problem on our hands. The point to note is that the people of this nation really do not know how to most profitably make use of their free hours. It is education's duty to provide the solution for this problem.

William F. Russell tells a very amusing story to illustrate the problem of "worthy use of leisure." It was his experience to be on a boat making a long world tour. As in most instances, the guests arranged for various sorts of entertainment, and finally hit upon the idea of having two explorers aboard show some pictures which they had taken during a recent exploration. Unfortunately, the films were packed away in the hull of the ship, so that the sailors were forced to work two whole days in

extricating the necessary means of entertainment. After seeing the films, Russell suggested to the captain that the pictures were of not enough interest to warrant the spending of two days digging them out. The seasoned skipper replied to the effect that he much preferred a busy crew to a boisterous crowd of loiterers. Evidently he was a firm believer in the words of Isaac Watts:

"For Satan finds some mischief still
For idle hands to do."[1]

This example serves to illustrate the problem which leisure time has brought into being. Education can partially solve this problem, if through its entire program of studies, constant suggestions on reading material, plays, musicals, and athletic pursuits be made. What is more important, it should encourage such items through the means of actual participation in them. If a citizen wishes to perform the maximum duties which his title implies, then he will spend, according to Eldridge, about two hours a day on merely reading material explaining issues of the day. The foregoing paragraphs have been written in an attempt to explain that certain economic changes have brought about a need for a new sort of citizenship training, a training that will acquaint the individual with the problems of a modern world.

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[1] Familiar Quotations, p. 304.

Changes in social unity.

During the past few years, there has taken place a very marked evolution in our social unity. This problem is vitally concerned with education, since innumerable duties have been transferred from the home, church, and community into the hands of the school. As a result, our educational institutions have been forced to undertake problems of inculcating proper habits and manners, teaching principles of good health, instructing boys and girls in the art of parenthood, engendering respect for law and order, budgeting family incomes, and finally serving as a center of entertainment and social intermingling. There is no doubt that the school has been handed a mighty task.

Why has the school been forced to undertake these new items of study? The answer lies in the fact that the status of the American family has changed. No more may we picture the family gathered about a blazing fire on a wintry evening; no more does the family listen while father and mother read aloud the classic authors; no more do we see the family gathered in a unit at church; and no more do we see mother, father, and the children taking walks about the town on a Sunday afternoon. No, those simple, peaceful scenes have disappeared with a new age and generation. Mother now spends her afternoons and evenings at the bridge club; father spends

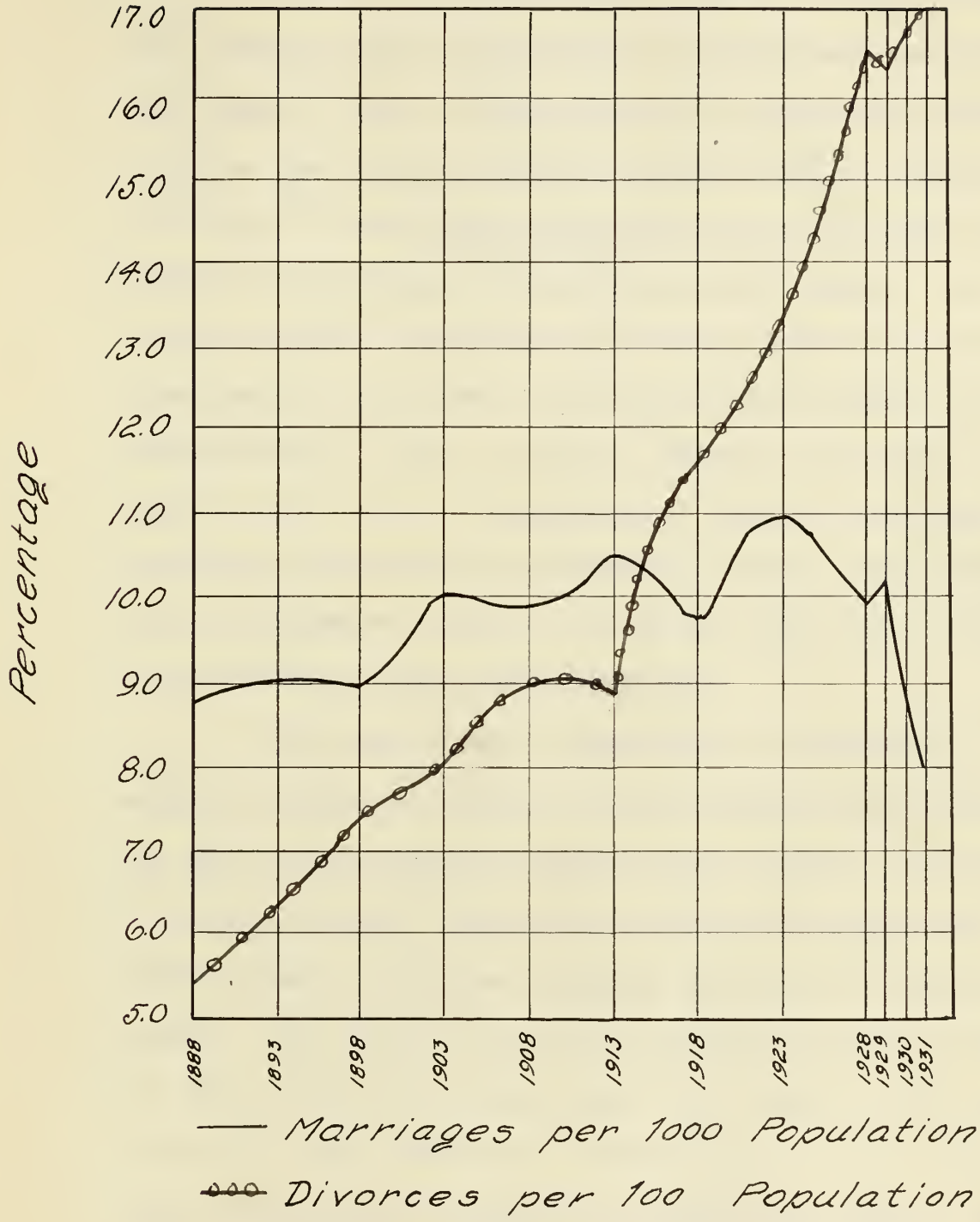
his spare time at the golf links or at the lodge, brother is out for the evening in the family car, while sister is out sporting with the "boy friend." There are any number of attractions for the modern family to attend; there is the theater just around the corner; the car awaits to carry the family to numerous amusements; the golf links, country clubs, and baseball parks are only a short distance away; and finally the radio offers a wide variety of entertainment. Here then is the new American family, enthroned on the conveniences of a modern age. Educators must not condemn the situation, but rather consider it as a new challenge, a challenge to be met with wisdom and courage.

Another great change in the social unity of our country is represented in the new status of womanhood. No longer is woman politically or legally inferior to man. Indeed, she now possesses the same rights as do men. Again, woman is no longer a mere housewife, but rather a wage earner. Statistics show that one out of every five women is engaged in some form of business endeavor. The work of the housewife, on the other hand, has changed very noticeably. The present day conveniences make her task less laborious and certainly more enjoyable. This new position of women has brought about feminine independence. Hence it is, that the spinster is no longer neglected or despised as one whom the fates have neglected.

Furthermore, this change has thrust new difficulties upon the institution of marriage. Formerly, the man and wife were forced to live together for the sake of mutual cooperation. At the present time, marriage lacks that economic bond of union which is conducive toward a happy family life. This condition leads to a very unfortunate end, for it leads to the evils of divorce. Years ago, divorce was made almost impossible by the above-mentioned economic bonds which promoted mutual cooperation between husband and wife. To illustrate economic cooperation in marriage, call to mind the instance of Abraham Lincoln's father. Here was a man left, by the death of his wife, with two small children. He, because of economic reasons, married a widow with three children. Such a union meant that five children were combined into one happy family.

The great increase in the number of divorces during the past few years may be realized if reference is made to the chart on the following page. By a mere glance, it can be seen that there has been a tremendous rise. Unofficial statistics for the year 1932 indicate that one marriage out of five ended in divorce. Why should such a state of affairs exist? We have already pointed out that the social unity of the family is weak, but this one factor cannot be the seat of the entire

Contrast
Between Marriage and
Divorce Rates



trouble. Ashley is of the opinion that the community, the state, and the nation are all to blame, inasmuch as we have allowed our legislative bodies to support laws that foster divorce proceedings. Furthermore, we do not even raise a hand of objection to the lucrative divorce business that certain Western states allow to continue. The editor of the Boston Traveler should be highly commended for his recent editorial on this subject. The writer heartily condemned the divorce action of a well known movie actress who was suing on the grounds of incompatibility. Such a state of affairs, the writer declared, was a direct transgression upon the sacredness of marriage, and should be condemned by every loyal citizen. This criticism was timely, to say the least, and should be seconded by every loyal American.

Why should we as educators be interested in this weighty problem of divorce? Does it materially affect our goal of producing enlightened and upright citizens? It certainly does, inasmuch as we have to prepare for society some one hundred thousand children of divorced parents. The school in such cases must serve as a home for these children who have lost the benefits of a family life. More than this, the commission of the National Education Society on Crime and Lawlessness reports that there is a high correlation between children of divorced

families and children found in penal institutions. Particularly was this found true in Massachusetts, according to a survey by John and Helen Gulick. Here, then, is a new task for the school. What a pity it is that we have at present no capable leaders who will dare discuss in full the topic of lawlessness. Our civics courses fall far short of satisfying this very potent need.

Growing complexity of the national government.

Another indication of the need for a "New Citizenship" may be found in the fact that our government is becoming more and more complex. Indeed, so complex is it that a legislator must understand the combined duties of a diplomat, farmer, manufacturer, and banker. Expanding business and trade have brought about this change. Certainly, Thomas Jefferson, when drawing up the constitution, had no idea that the United States would become a highly centralized government; certainly, the legislatures of the thirteen original states had no idea that in one hundred and fifty years' time the national flag would be more respected than the individual state banners; and certainly, George Washington did not comprehend the thought that some day his succeeding fellow-presidents would have control over far-reaching transportation projects, mighty power units, or heavily armored fleets of battleships. No, such ideas were never foreseen a hundred and fifty years ago. Today the nation is confronted with innumerable new

projects over which it must wield a definite hand of direction. Thus, the federal government has assumed charge of forest reserves, trade, transportation, taxation, foreign protection, farm relief, and a host of similar important duties. Charles Beard illustrates this point in the following paragraph:

"In 1870 the Federal Government employed approximately fifty thousand civil officers; in 1931, more than six hundred thousand. Thus, while the population increased about threefold, the number of federal employees multiplied twelve times."[1]

Now the question arises as to why this particular fact is of interest to educators. Since the goal of education is to produce good citizens, it is necessary to inform all future citizens as to the complexity of the government. Furthermore, educators must not only tell their students about these complexities, but train them to understand that which the government does for every citizen. This task is particularly to be undertaken while the pupil is engaged in the study of civics. Here, then, is another great task for the schools to undertake.

Poor organization of civic programs.

There yet remains another indication of the very definite need for a new course in civics. Reference is

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[1] C. A. Beard, American Government and Politics, p. 1, 6th edition.

now made to certain aspects of poor organization within the school program as concerns the study of civics. In the first place, this particular study is by no means a definitely required subject. In spite of the advice given by the officials of the United States Bureau of Education and the Massachusetts Department of Education that civics be made compulsory for at least one year, school superintendents and principals still feel that the study is relatively unimportant. If we should consult the curriculum files in the State Department of Education, the above statement would be borne out. As an example of the seemingly unimportance of civics study, let us examine the program of studies for the ninth grades of the Malden junior high schools. This particular school system has been chosen, not because of any outstanding features, but rather because it represents the relative unimportance of civics courses in the curricula of many Massachusetts junior high schools. This particular program of studies may be regarded as a real standard for our discussion as concerns junior high school curricula.

The program is divided into four parts: the first listing subjects suitable for college preparation; the second listing courses of study for a commercial preparation; the third listing subjects suitable for a general education; and finally there is a suggested schedule for pupils engaging in manual arts. On examination

of the College preparatory course, the only subjects listed are English, Latin, Ancient History, Algebra, Music, Club, Assembly, and Physical Training. Such a course of study lacks sufficient social knowledge. This expression implies that the program fails to give sufficient subject material which would serve the pupil to be aware of the community about him. True, such studies as History, English, and possibly Music and Latin do contribute to the ideals and purposes of citizenship. But it is obvious that such is not the immediate or ultimate objective of the teacher. Critics feel that the average secondary school instructor has two main aims: the first being to make the pupil study, and the second to get him into college. Evidently, the preparatory school is shifting the problem of citizenship training into the hands of the college. The latter institution does not take up the burden, but rather assumes that the principles of civic education have been inculcated during the early school years. Hence, it is easy to see that there has been passed on from one institution to another this responsibility, with the result that no one gives an adequate knowledge of true citizenship.

On examining the commercial program, there are found the following required subjects: English, Business Arithmetic, Typewriting, Penmanship, Music, Club, and Assembly. Listed as electives are French or Manual Arts,

Civics or Science, and Freehand Drawing or Domestic Arts. This course of study is indeed practical in the sense that it really is preparing for the making of a living. On the other hand, there is missing sufficient subject matter which aims toward the making of good citizens. We see that here Civics is offered as an optional course, and then is given only three times a week. This program chooses to sacrifice social training for business training. Again we have the case of passing on to some one else, the responsibility of citizenship training. It is most important that a definite civics course be given those preparing for commercial pursuits, since there is usually no higher institution which can materially aid in achieving the defined goal of education. The business world is interested only in business endeavors, not in the inbreeding of civic principles.

Upon studying the program designated as "General," the following courses have been included as required: English, Civics, Science, Music, Club and Assembly. The list of electives offers a single choice of Algebra, French, Latin or Business Arithmetic, and a choice of one of the following: Manual Training, Freehand Drawing, Mechanical Drawing, and Domestic Arts. It will be noticed that this program of studies aims definitely to prepare the student for life in the social

group. Hence, the subjects of Civics, English, Science, and Music have been incorporated. Such an arrangement of studies has been suggested for our present day schools, with the reason in view that our institutions of learning can no longer afford to spend money teaching that small percentage of pupils preparing for college, or for a definite business profession. Several educators seem to ignore the fact that fully forty per cent of the average secondary school faculty is hired to prepare pupils for college. This remark is no idle statement, but is based upon the opinions of noted educators, and the examination of numerous courses of study. It can reasonably be expected that if this economic disturbance continues much longer, the above suggested program will be more and more called in use.

We will pass over, at this time, a study of the Manual Arts program since it closely resembles the previously discussed General Curricula.

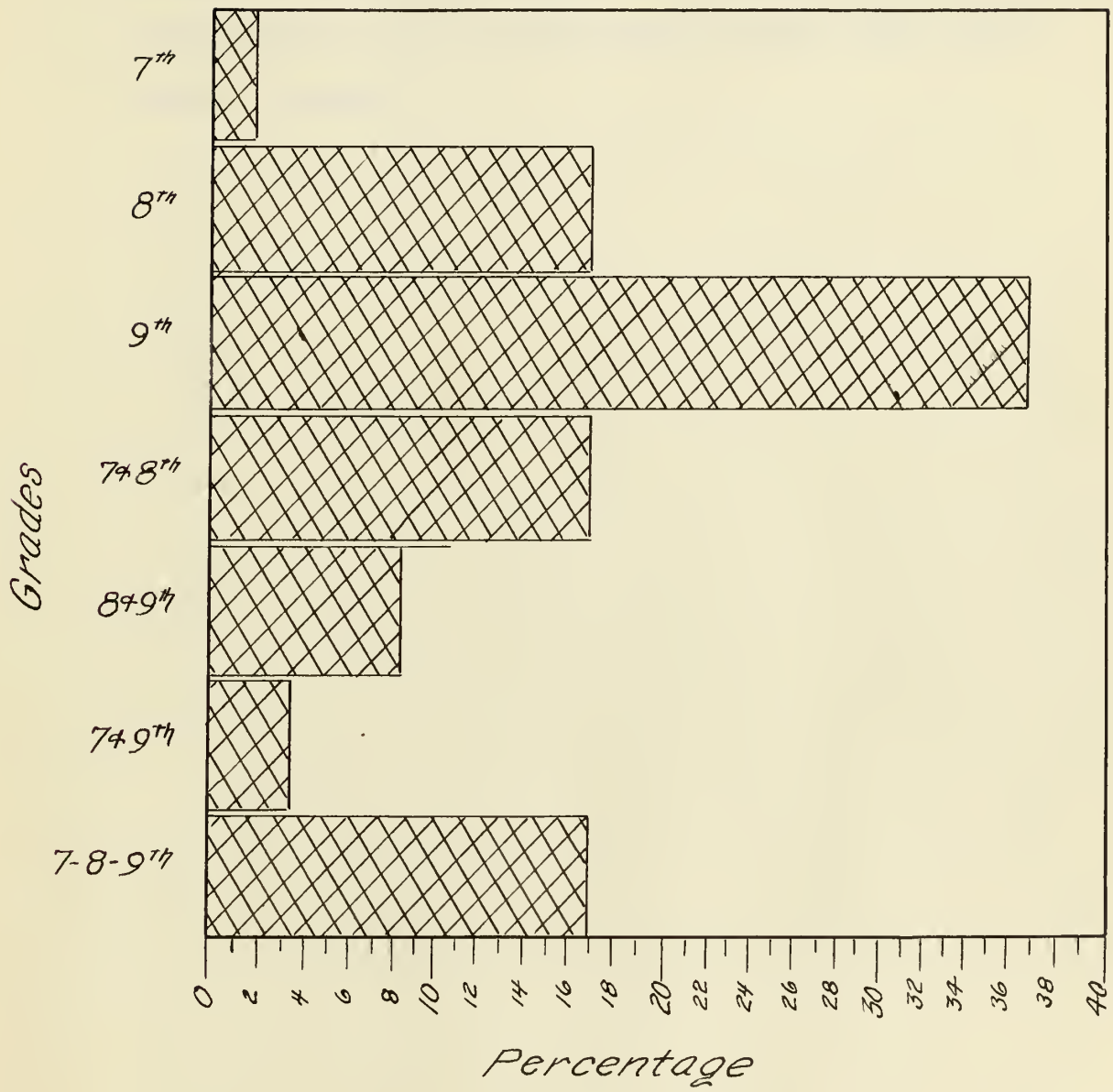
Statistics compiled by the State Department of Education reveal the fact that about half the schools in the state continue their civics study for only a half school year. The general plan followed seems to be a combination of the above mentioned subject with general science. This state of affairs existed especially in those institutions which continued the study in more than one grade of the junior high school. However, this

same practice is especially prominent in the freshman grade of the senior high school. Out of ten South Shore Senior High Schools visited, eight were found to have such an arrangement. The criticism of this plan lies in the fact that sufficient civic knowledge cannot be taught during a half school year. As will be seen later, the Massachusetts state civics plan allows a full year for the study.

Concerning the grades in which the subject of citizenship is taught, let us refer to the chart on the following page. We can see at a glance that there is a marked tendency to include this subject in the ninth grade. Prominent school leaders believe that education should be a continuous process; in fact, this idea was incorporated in the Cardinal Principles of Education. Therefore, the ideal arrangement would be to spread this civics training over a three year period. Such a plan, psychologists tell us, will produce more lasting results, inasmuch as repetition leads to the formation of habits and skills. If right attitudes and ideals are engendered in these early years, they will remain with the pupil for life. The failure of the school to organize its civics program for a sufficiently long period constitutes a need for revision of the study.

In this chapter an attempt has been made to explain those forces which make it imperative that a

Comparison by Percentage
of Grades in Which Civics is Taught
as Derived From Results
of Questionnaire



new or drastically revised civics course be made. Economic changes, social unity changes, and the growing complexity of our government have so disturbed our present social system that not only civics courses, but all courses within the school program must be revised. Finally, it has been shown that the conventional civics course lacks proper significance in the junior high school curricula.

CHAPTER III.

Proposed Plans for a New Civics Course.

"Society will remain a living organism sustaining hope and progress, content to extend its dominion, not by conquest but by service."

Calvin Coolidge

The first very definite evidence of a new civics course may be found in the writings of several educators all over the country. These far-seeing men and women, realizing the new economic and social conditions of the present day, have proposed certain plans for adequate civic training. It is to be expected that not all of the programs demand commendation; however, certain among them are worthy of careful consideration. In this chapter a discussion of the more worth-while plans will be undertaken. Furthermore, only those programs which may be found in this state will be mentioned.

Massachusetts has been fortunate in having within its borders numerous nationally known men and women prominent in the field of civic education. Leading the list are Clarence Kingsley and Mabel Hill. However, in spite of the presence of these prominent educators, the state has never undertaken the organization of a proper civics course. The first indication of such

a program was begun last year at the suggestion of Mr. Frank Morris, director of secondary schools. As a result a committee appointed by the Department of Education has been working on a program of social studies for the junior high school grades. Under the leadership of William R. Peck, Superintendent of Schools in Holyoke, this committee has drawn up a tentative outline for the teaching of Community Civics in grade IX. Since this program represents our first and most important evidence of a new civics course, we will examine it thoroughly.

The purpose set forth is as follows:

"To reorganize the course in Community Civics for Junior High Schools so that the content may diminish the 'gap' between Current American life and the child's activity."[1]

The outline goes further in definitely stating by what means these goals may be reached:

"To achieve this first purpose two definite steps have been taken: first, the purposes and goals for each topic have been carefully formulated; and second, the work has been organized in problem form with selected references for each problem. The fullest value of the purposes and goals will not be realized unless they are

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1 Social Studies for Junior High School Grades, p. 1.

understood and accepted by the pupils as being worth while. It will doubtless prove helpful to have the pupils rephrase them in their own words. In selecting the textbooks care should be taken to include at least one of the books that has been described as 'adequate' or 'comprehensive' in the annotated bibliography, since one of these books will cover the entire outline reasonably well whereas a selection of texts without one of these might leave gaps in the course."[1]

These clear cut methods of approaching the subject will only be appreciated when the outline of the carefully prepared topics has been indicated. The following lengthy quotation represents the outline for the proposed course, and serves to inform the reader of the topic arrangement.

Study of Community Civics.[2]

I. Social Organization - Elements and activities.

A. Definition of a community - a group of people having common wants and common purposes.

B. Types of community.

1. The home.
2. The school.
3. The local community - its history and development.

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[1] Social Studies for Junior High School Grades, p. 1.

[2] Ibid., pp. 1-4.

a. Natural resources and geographical features influencing its development.
b. Present stage of industrial development.
c. Educational development.
d. Agencies for community welfare.
1. Churches.
2. Hospitals
3. Charitable organizations.
4. Clubs for boys and girls.
5. Recreational opportunities.

4. The State and the Nation.
5. The World Community.

II. Governmental organization.

A. Purpose of government.

B. Political parties.

C. Cost of government - taxes.

D. Government of the local community.
1. History of the local government.
a. County.
b. Town.
c. City.

E. State government.
1. History of its original development.
2. Study of the purpose of state constitutions with emphasis on the constitution of Massachusetts.

F. National government.
1. The making of our constitution.
2. Analysis of our constitution with a study of the framework of government.
3. Comparison of national with state and local governments.

III. Economic organization.

A. Elementary economics.
1. Need of earning a living.
2. Relations of capital and labor.
a. Growth of trusts.
b. Government regulation of industry.
c. Immigrant labor.

3. Necessity of thrift.
   a. Acquirement of capital through saving.
   b. Conservation of natural resources.
   c. Insurance, bank accounts, investments.
4. Relation of unemployment to poverty and crime.
5. Care of the handicapped and unfit in the community.
6. Economic relations of the community with the rest of the world.
   a. Law of supply and demand.
   b. Standard of living - wages, rent, etc.
   c. Communication.
   d. Transportation.

B. Preparing to earn a living, choosing a job.
   1. Study of various types of occupations and professions.
   2. Survey of local opportunities, placement possibilities.
   3. Planning of high school course with future careers in view.

Several new features will be noticed in this proposed plan. The study of the world as a community has been set apart from its usual combination with the war and navy departments. This segregation is especially important since it is a real indication of the development of sane-internationalism, a topic which will be commented upon more fully later. A second item worthy of mention is the setting off of an entire section for the purpose of studying economic organization. At present, certain junior high schools have definite courses in economics and vocational training. Since not all communities are able to bear the financial burden of such courses, the state committee has seen fit to include elements of the study in their proposed outline.

As supplementary work to the civics study,

the committee has included learning exercises, questions for discussion, and problem projects. The learning exercises serve the purpose of reviewing the material found in the textbook. They have been arranged in the form of thought-provoking questions, and have been carefully chosen. The questions for discussion deserve especial comment since they may be easily converted into topics for class debates. A discussion of the present jury system, the advantages of a protective tariff, and the failure of the referendum are all suggested questions for discussion, and would make excellent debating topics. The problem projects have been included to serve the student in his everyday life. For example, one problem mentioned is as follows:

"For the next month keep an account of your expenditures. Make a budget to fit your needs and to allow for regular saving."[1]

One junior high school has undertaken within its civics class the making of family budgets. It has met with such success that the plan has gained national attention.

Another feature of the program to be commended is the carefully prepared set of goals and purposes for each individual topic. No longer is the pupil confused

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[1] Social Studies for Junior High School Grades, p. 37.

with the uncertainty of what the class discussion is about. In fact, this important bit of information is carefully explained before the discussion is undertaken. The following goals and purposes were adopted for the study of the topic dealing with government and laws:

> Purposes and Goals:[1] To recognize the purpose of government as a means of attaining the common purposes of the community.
>
> To recognize the Government as the protection of the individual as well as society.
>
> To develop a respect for law as an aid to the success of the government and a means of guarding individuals.

The preceding paragraphs have illustrated the purposes, content, and plan of organization for the proposed study of civics as drawn up by the state committee for social studies reorganization. The outline has not been tried out in many of the schools of the state, since it was only issued last January (1933). However, it went through a very successful experimental stage in the junior high schools of Holyoke.

A second attempt to provide a practical course in citizenship training is represented in the Boston

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[1] Social Studies for Junior High School Grades.

plan. This project has been incorporated in a study called, A Course in Citizenship Through Character Development. This plan is so arranged as to be continuous through grades I - VIII. It is followed up in the junior high school with a definite course in civics. Evidently the Boston school committee is of the same opinion as the late Calvin Coolidge when he states:

"Character is the only firm foundation of the state."[1]

In the foreword of this special document appear the five theses on which the outline is based:[2]

1. "The ideal citizen is a person of character.
2. The ultimate goal of character training is to produce men and women of the noblest character possible to their capacity.
3. Character is that which causes a life to be dominated by principle rather than by mere impulse or circumstances.
4. Fixed principles govern attitudes and actions when ideals have been stamped into the mind in some concrete form.
5. The citizen of character in a republic like the United States is a member of the democratic

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[1]Whiting, Calvin Coolidge, His Ideals of Citizenship, p. 32

[2]Course in Citizenship Training, p. 22.

group, who first of all possesses the fundamental virtues, whose work is a contribution of his best talents and efforts to the welfare of his group, and whose leisure time is spent in enjoyments that are both elevating to himself and edifying to his associates."

Having set forth these main points, the outline goes on to indicate those virtues which are fundamental to good character. They have been incorporated as the Hutchins Code of morals, and were named after the man who first wrote them.[1]

" I The Law of Health
II The Law of Self Control
III The Law of Self Reliance
IV The Law of Reliability
V The Law of Clean Play
VI The Law of Duty
VII The Law of Good Workmanship
VIII The Law of Team Work
IX The Law of Kindness
X The Law of Obedience to Duty
XI The Law of Loyalty."

It is interesting to notice the similarity between this code of laws and that of the Boy Scouts of America, which reads as follows:

"A Scout is loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent."

Both codes embody traits of character which can only be taught by leaders who themselves are models of real citizens. It can be seen, for this reason, that

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[1]Course in Citizenship Training, p. 24.

the Boston school committee must use great care in selecting its teachers.

This very interesting report was drawn up in 1928 by a committee of masters in the various elementary and junior high schools of Boston. Prominent in this group were Leonard M. Patton, present master of the William B. Rogers Junior High School, and Rose A. Carrigan, master of the Shurtleff School. The methods of motivation and material content of the whole program is certainly most complete, therefore it will be discussed in later chapters.

At this time it would be fitting to offer some of the criticisms which have been made against the plan. Certain well-known professors have made the complaint that the whole plan looks fine on paper, but fails miserably in practice. If the plan has met with poor success, there ought to be some evidence of the fact within the city. However, Boston has shown itself to be the model law-abiding and enlightened city. In fact, it has had the lowest homicide record of any city in the United States. If we can measure citizenship training in terms of a law-abiding record, then the Boston character training plan has been successful.

There is a third plan found in this state that is worthy of mention, and shall be commented upon briefly. The Fairhaven Junior High, combined with the Senior High

School has built up a system whereby pupil activity, engendered within the civics classroom, is put into action through the means of solving real community problems. To illustrate, the pupils have beautified certain untidy and unattrative spots within the town. All of this work is carried on by the pupils themselves; the teacher acts simply in the capacity of an advisor. Such a plan of study has built up within the pupil a spirit of community consciousness. Here is one school that has fulfilled that ancient maxim,

"Thou hast inherited Sparta, adorn her."

This particular civics program has been mentioned, not because it surpasses plans which have been set up in other communities, but rather because it is illustrative of the civic interest that may be aroused in a small, typical, Massachusetts town. The Fairhaven plan has gained such recognition that visitors from without the state are not uncommon.

A short while ago there appeared an editorial in the Boston Herald which commented favorably upon the new course of civics that had been adopted by the junior high schools of Lynn. The new plan aims to put into action much of what is learned within the civics classroom. In fact, the plan aims to accomplish the same end as the Fairhaven project - namely, the creation of a community consciousness. Since this Lynn plan is still

in its infancy, we shall have to await its success or failure.

In the summer of 1914 there met at the Hyannis Normal School a group of civics teachers, who had gathered to listen to Dr. J. Lynn Barnard of the Philadelphia School of Pedagogy. The result of his lectures on civic education was a report known as the Teaching of Community Civics. This was drawn up and submitted to the National Bureau of Education. The report was written by F. W. Carrier, principal of the Wilmington, (Mass.) High School, Arthur W. Dunn, specialist in Civic Education, United States Bureau of Education, and Clarence D. Kingsley, High School Inspector, Massachusetts Board of Education. These men compiled data filling some fifty-five pages, in which aims and methods, treatment of the elements of welfare, and bibliographical suggestions for the teaching of Community Civics were thoroughly discussed. This work, although nineteen years old, remains today as an evidence of a new civics course. It still must be called an evidence since very few schools in this state have taken heed of the suggestions contained in it.

Although the report lacks such items of study as world citizenship, elements of vocational guidance, and economics, there is a definite breaking away from the mere study of governmental structure. The suggestion

was made that pupils act out in the classroom certain duties of the real citizen. Thus, model elections, court trials, and town meetings gradually were tried out within the school. It should be noted that there has been no marked federal revision in the last twenty years that concerns directly the study of community civics.

Three years after the publication of the article previously discussed, there appeared that monumental work known as the Cardinal Principles of Education. This report was prepared by a group of educational experts coming from all parts of the country. The work of organization was carried on by Clarence D. Kingsley as chairman, probably chosen as the result of his fine work in Civic Education reform. At any rate, the bulletin has remained to this day as the reference for all educational endeavor.

The Commission first reported that there was a definite need for a reorganization in the educational program; secondly, it defined the goal of education in a democracy as follows:

"Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place to shape both himself and society toward ever nobler ends."[1]

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[1] Cardinal Principles of Education.

Having set forth the objectives, the Commission next reported means by which these goals could be achieved. As a result, we have today the following Seven Cardinal Principles of Education:

1. Health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocation.
5. Civic education.
6. Worthy use of leisure.
7. Ethical character.

The above seven points were arranged in order of their importance as was seen in the days of 1918. This report may be considered as an evidence of a new civics course because it pointed out the ultimate goals of education. By doing this, the way was paved for a civics course which would satisfy not only the demands of the public, but the demands of educational thinkers.

The National Education Association, realizing that economic and social changes have occurred during the past twelve years, has included in its 1933 report a revision of the Cardinal Principles of Secondary Education. It is the firm opinion of educators that this reorganization is needed. The final report of this organization must be scrutinized carefully by all civic education teachers. Undoubtedly it will contain

much information of interest to all future civics programs.

Another evidence of a reorganized course in civics arose from the report of the Federal Council of Citizenship Training. This board of twelve was called into being by President Warren G. Harding in 1923. It was created to solve the civic education end of a threefold problem. The three problems as drawn up by the Secretary of War were in regard to (1) physical training, (2) technical training, and (3) citizenship training.

The aim of this body is wholly cooperative; that is, the major duty of the Council is to make constructive suggestions as to how federal officers may cooperate with teachers to secure more effective citizenship training. In the light of the above objective, this body has brought into play a community score card. This is really nothing more than a long series of questions concerning community interests which are rated on a particular percentage basis. So much favorable comment was indicated in this endeavor that the Council offered prizes for high scoring communities. Another feature called into play was the construction of a large chart. On this was indicated the direct connection which each of the ten cabinet offices had with citizenship training. The chart may be seen in many school rooms today, for it is certainly complete and easy to interpret.

Unfortunately, there has not been as much work

done by this council as might be expected. In Massachusetts, the work of the board was turned over to Payson Smith, the Commissioner of Education, and remains in his charge even now. William G. Carr, prominent in the development of world citizenship, believes the plan has failed because it has been sponsored by the War department rather than the Bureau of Education.

Thus far our study has been confined to civic education courses as they were being planned by either federal, state, or municipal educators. There remain, now, certain evidences which have come from popular writers intimately connected with progressive educational advances. The following paragraphs contain certain suggestions for the improvement of civics instruction. Since these ideas have been tried out in this state, it is fitting that mention of them should be made.

Helen A. Anderson, director of social studies in the Denver (Colorado) public schools, offers some interesting data in her report on Citizenship in the Junior High School which was printed in the National Education Association Journal for May, 1931. This article is a gallant attempt to prove the fact that citizenship, "the celestial Mecca glittering on the educational horizon", is only acquired through sane participation in community problems. The point which

the author particularly stressed had to do with the over-emphasis placed on student organizations. Such practice tended to lessen the interest in every phase of citizenship study. The statement was based on the returns of numerous questionaires submitted to student leaders in the junior high schools of Denver, Colorado. The results clearly show that pupils tend to lose interest in the subject when it is continually taught them day in and day out.

It might be well if we should examine at this time a report by a former National Commander of the American Legion. Paul V. McNut, professor of Law at Indiana University, stated before a meeting of the National Education Association that the school should train its pupils in four aspects of citizenship; namely:

"(1) Taxation, (2) Voting, (3) Public Welfare measures, and (4) Political and Military loyalty." He goes further and elucidates just what these four items really mean, and to sum up his opinion he gives this sage piece of advice:

"Every Citizen owes his government the same high standard of honesty he owes his fellowmen when he deals with him on the street." The college instructor climaxes his speech by saying:

"Our duty is to teach pupils how to think and discipline themselves mentally and physically." It is doubtful at the present time to estimate the real value of mental discipline, since many educators are in dis-

agreement. However, these words are important, since they represent the voice of thousands of legionaires all over the country. Would that this patriotic organization might assume a real part in helping to make the community a better place to live in. Indeed, this work might well be undertaken by the Americanization committee of that order.

These three articles serve to illustrate the type of reforming literature that the National Education Association has been supporting. There are other educational periodicals that have been no less strenuous in their efforts to bring before the public the stagnant condition of civic education.

School and Society, Education, Teachers' College Records, Independent Education, The Historical Outlook, Proceedings of the American Political Science Association, Reports of the American Historical Association, Educational Review, are all works rich in material of interest to the civics teacher. No less important are the more well known journals of the day which include, Harper's Magazine, The Atlantic Monthly, and Forum. In all of these magazines have been incorporated the far-seeing ideas of such famous men as David Snedden, Thomas H. Briggs, James T. Adams, Payson Smith, Albert Shields, William Durant, Harold Laski, Walter Lippmann, and a host of others too numerous to mention.

As an example of the modern public interest in

civic education, I should like to discuss briefly an article published recently by our present "Lady of the White House." As everyone knows, Mrs. Franklin D. Roosevelt is an experienced teacher; therefore, she is qualified to write authoritatively about this grave problem. Mrs. Roosevelt commences her dissertation with those famous words of the Archbishop of York:

"The true purpose of education is to produce Good Citizens."[1]

She then proceeds to state in her own words what the schools of the United States must do in order to fulfill the above stated objective:

"A nation must develop a group of people capable of following leaders and in turn being elected leaders."[2]

Again we have in this article that plan constantly referred to by other educators; namely, the acquisition of good civic habits through real practice. Mrs. Roosevelt tells us in very direct terms that pupils of this day and generation are much better informed in governmental matters than when she was a girl. This goes to show that our training is changing from the fact-learning to the practice type.

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[1] Pictorial Review, April, 1930, p. 4.

[2] Ibid., p. 4.

This chapter has aimed to indicate the first evidence of a new citizenship course; namely, the state, federal, and municipal plans for a new civic education program. Let us close the chapter by quoting a timely piece of advice from that sagacious ex-President who has recently been taken from our midst.

"Little progress can be made by merely attempting to repress what is evil; our great hope lies in the developing what is good --- in this task one school master is better than a legion of bailiffs."[1]

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[1] Speech before Associated Press, 1924.

CHAPTER IV.

Material Content of Progressive Civics Courses.

"The single public end of a common education must hereafter be neither life nor the getting of a living, but living together."

Arthur Dunn

The second great evidence of a new civics course emanates from the material content of the more progressive civic education programs. Certain schools within this state have already realized the necessity of teaching the subject under discussion with new content material. The attempts to produce new civics material have met with much success. In fact, within our own state there is plenty of evidence that a new civics course is fast coming into reality. The following chapter will mention this new content as found in certain progressive civic programs. Special reference will also be made to the topic of world citizenship, since it is a new feature in our particular field of interest. Also, guidance as a part of the civics program will be discussed. Reference has already been made to the part that character education plays in the civics program. In this chapter it will therefore be discussed very briefly, and only in the light of its being an evidence of an improved

civics course.

Material content of civics courses.

In order to obtain an insight upon the content of the progressive civics course, we might re-examine the outline prepared by the social studies committee of this state, (page 3-6). However, this procedure would not fully explain some of the more general subjects which have been undertaken in this study.

Usually, civics courses are opened with an introduction to the study of society, and its importance in relation to our living together. Under this topic such items as cooperation, team work, customs, and understanding the habits of other people are taken up. One junior high school in Lynn has drawn a series of posters which illustrate the cooperation which society employs in bringing to our tables a common loaf of bread. The teacher reported that the interest in this particular project was very noticeable. Not only did the pupils take an interest in their work, but they put into reality the solution of a project which was of everyday concern. With how much more regard these young pupils will respect 'division of labor' is inestimable. Mabel Hill, prominent in civic education work, is of the opinion that pupils learn more through this sort of action than through book study.

Having obtained a brief understanding of social inter-dependency, civics courses usually attempt a study of the family and the home as a single social unit. Under this heading are studied such items as may promote happy home life. Included in the study is a careful consideration of the part which parents should play in education. This study is especially needed in the light of the changing status of the American family.

The study of the family is followed by a discussion of education as it materially affects the student's life. This study is undertaken for the purpose of pointing out the value of an education. Too frequently there is a tendency of failing to make the student realize that he should consider his schooling as a public trust. There are altogether too many pupils who go through their secondary education program without even realizing the sacrifices that are being made by taxpayers. Not only would the student benefit by more industrious effort, having learned of his selective position, but also would the taxpayer see the fruits of his financial investment. A good index of public approval of an educational program may be realized by the community's willingness to pay taxes in support of it.

Every textbook, every work book, and every outline for the study of civics contains some mention of

the church. Some of the really progressive written aids to learning go so far as to tell what religion is, and what it does for society. However, most of this very vital information is sidetracked by the somewhat cautious teacher. Of course, we cannot expect to foster within the school ideas which would tend to arouse sectarian issues. On the other hand, the school can be an institution which offers a broad understanding of what religion has to do with, and how it helps in making a better community. The failure to give the real meaning of religion should rest equally upon church and school officials, since this task depends upon strong cooperation. The Church is one institution which is able to teach certain attributes of character. For this reason, like the school, it should rise and meet the needs of a changing world. We might employ the wisdom of G. P. Gooch who says:

"The human family is greater than any of its constituent parts; civilization is a cooperative achievement, a common heritage, and a joint responsibility."[1]

The study of the community as the center about which the student lives is considered, ordinarily, with a great degree of comprehensiveness. Thus, under this heading such topics as how to be a good neighbor, how to

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[1] G. P. Gooch, "History as a Training for Citizenship," Contemporary, page 137.

help the community, and how to derive the benefits of one's environment are discussed. Here, again, we run into a very detrimental snag. Too often teachers are prone to consider the discussion of the town or city as a separate unit in the life of the pupil. Why not study the community as it really affects the student? One small town in the western part of the state has developed an interesting scheme. The pupils have constructed a scrap book filled with references to those places about the town which are of notable merit. In this manner, the future citizen is made aware of the community about him. The writer still cherishes the scrap book he constructed while studying civics in the seventh grade. When one turns over the pages of this dusty volume, a picture of the town with its shoe factories, rubber mills, town buildings, churches, and points of beauty is painted quite vividly. One city, not far from Boston, has drawn up a small historical pamphlet which serves as a guide to visiting tourists. Massachusetts is rich in opportunities for developments of this type. Educators should aim to make more common use of them in their civics program.

Once the pupil has gained sufficient knowledge of social unity, most educators proceed to a very thorough study of the government - national, state, and local. In spite of the advice given in the Cardinal Principles of Education, the Bulletin on Civics Teaching, and the Social

Composition of Textbook Material
-Junior High Schools-

Authors	Hill	King + Barnard	Monroe	Finch	Turking-ton	Levis
Environment						
1-Home & Community	6.3	3.2	6.0	3.0	16.0	7.0
2-Education & School	2.8	4.0	3.8	3.0	4.0	3.0
3-Economic Organization	3.4	4.1		4.0		5.0
American Government						
1-Foundations of Gov.	2.8	16.6	8.6	10.0	9.0	8.0
2-Electorial Mechanism	2.5	5.5	7.3	5.0	3.0	3.0
3-Local Gov.	2.0	3.2	12.2	5.0	6.0	4.0
4-State Gov.						
5-National Gov.	1.0	6.6	9.3	7.0	8.0	6.0
Social Tactics						
1-Health	3.3	7.5	3.8	4.5	8.0	20.0
2-Conservation	2.8	4.2	2.5	5.0	3.5	2.0
3-Protection of Property	5.7	5.0		5.0		12.0
4-Welfare	3.4	3.2	3.6	3.5	2.5	2.5
Economics						
1- Money & Banking	7.1	3.3	3.8		4.0	3.0
2- National Resources			3.2	4.0		2.0
3- Taxes	2.8	4.1	3.8	2.5	4.0	4.0
4- Industry & Labor	3.2	4.0	6.3		3.0	3.0
5- Transportion	7.1	4.5	7.0	2.0	2.0	8.0
6-National Defense	3.4	3.3			9.0	4.0
7-Lawand Order	2.8	8.3	11.1	5.0	6.0	4.0
8-Courts	2.1		3.1	3.0		4.0
Vocation	20.0	5.0				12.0

Studies Report, even progressive teachers are still inclined toward studying formal governmental structure. Such study is not only boring to the pupil, but is of very little practical value in actual life.

As far back as 1914, Mabel Hill pointed out that:

"The most significant change in the presentation of material in civics classes lies in the attempt to readjust the approach to the study of government, from the theory and definition to practical illustrations, as working out in actual life in the environment of the pupils. It is a concession that teaching from the known to the unknown is no pedagogical aphorism, but sound judgment."[1]

Such a statement coming from the pen of an experienced teacher serves to illustrate the point of doing away with formal governmental study. Only a short while ago, an eminent professor of educational sociology remarked that the suggestions contained in the Cardinal Principles of Education were very modern in their scope, although some twelve years old. He based his statement on the fact that, in general, our schools are still adhering to routine theoretical study. This contains much truth. However, the subject of government study may be conducted in a very interesting manner. An instance will serve to illustrate. In Braintree, the class in civics was undertaking the study of the President and how he was chosen. This topic came when the national vote was being taken.

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[1] Mabel Hill, Teaching of Civics, p. 4.

Therefore, a model election was conducted with the characteristic booths, ballots, and other election paraphanalia. This plan was developed only after a careful study of how one should vote had first been discussed and understood thoroughly. Later on we shall consider these examples as new teaching techniques. However, let us remember at this time, that pupil participation in practical project work should come only after careful study has first been undertaken. Too often teachers are prone to enter upon spasmodic student projects before the ground has been thoroughly broken.

Another topic most commonly undertaken in progressive civics courses is a study of community welfare. Included in this discussion are such items as health, fire prevention, law and order, conservation, taxation, marketing, transportation, and thrift. To be sure, this program is most broad, and takes some time to study thoroughly. Here again, there is an opportunity to teach through practice rather than through formal study. Educators believe that pupils learn more about thrift by engaging in school banking than they do from listening to a teacher expound on the subject. Several schools in this state have these practical student institutions. It would be well, however, if a warning was offered at this point. Burnham, the psychologist, informs us that temptation is especially strong during adolescent years. For this

reason, it would be well to have a close faculty supervision of bank depositing. One small school in the Cape Cod district gave free access of the school safe to one of its pupils, with the result that temptation proved too strong and money was falsely appropriated. In this particular case the school officials were at fault, inasmuch as they should have never created such an opportunity for stealing.

Let us bear in mind the suggestion of Mabel Hill that pupils learn equally as much through active participation in civic problems as they do from listening to a teacher or reading a book.

The innovation of world citizenship.

Thus far no explanation has been given of a very important topic that has been mentioned several times in the past few pages. Reference is now made to that subject most commonly referred to as World Citizenship. What does this term mean? William G. Carr, the great authority on this subject, gives us the following definition:

"Education for world citizenship is education which promotes among all peoples a sympathetic, peaceful cooperation based on democracy. The fundamental term in the definition proposed is cooperation. The other three terms of the definition are sympathy, democracy, and peace. These three are at once, the condition, accompani-

ments, and results of cooperation."[1]

Why should we as educators be interested in this topic? Is it sufficiently important to be discussed in the class room, or should it simply be classified as one of the "frills" of education? No, we cannot consider this new subject as such. World Citizenship has come into being as a result of the expansion of civilization. This statement means that so dependent upon one another are the great nations of the world that each relies, in no small part, upon the other for its very existence. Since world citizenship sponsors cooperation between nations, and since our economic stability depends upon international cooperation, then this new subject should be an integral part of the civics course. The mere fact that United States is at present engrossed in the effects of an economic disturbance, due, to a great extent, to foreign markets being closed, is illustrative of the point under discussion. Certain factors have brought about this great change. Factors which John Quincy Adams never even dreamed of when he was moulding into shape what is now known as the Monroe Doctrine. Let us consider a few of the more important elements in this new world relation.

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[1] W. G. Carr, World Citizenship, p. 14.

Transportation and communication go hand in hand with the expansion of civilization. Thus it has come about that with the great improvement of the steamship, railroad, airplane, wireless, and radio, our world has become a smaller place. Smaller in the sense that this age, filled with numerous means of communication, has made distance a relatively unimportant matter. The industrial revolution has been a factor in this new world relation. This statement is based upon the assumption that manufacturing depends upon other lands to supply its raw products. Thus it is that our southern states grow vast amounts of cotton which are turned into clothes by English manufacturers; thus it is, that South American states produce thousands of tons of rubber which are converted into useful articles here in the United States; and thus it is, that Australian wool is woven into wearing apparel by Scottish weavers. This world relation indicates that a business inter-dependency has been built up.

World citizenship aims to promote smooth relationships between the many nations of the world. At the present time we lack a suitable lubricant to take away the harsh abrasiveness of national interests. Since countries are dependent upon one another, then there should be an intelligent understanding between them. As William G. Carr says:

" We must train children to know that wisdom is better than weapons of war and to believe that the paths of peace are the paths of understanding. If the schools cannot do this, nothing can do it."[1]

That very little is being accomplished in the way of World Citizenship in our public schools is evidenced by mere observation. Written on two or three questionaires sent back were comments suggesting that the topic was too deep to be understood by junior high school students. This sort of contention is illustrative of the general attitude toward the whole subject. Internationalism, defined by Professor Ault as, "the best expression of one nation for the other," is not at all complicated if studied properly. Teachers seem to have the idea that they will be forced to undertake the study of foreign governments. Such is not the purpose of world citizenship. Rather, it is the development of an intelligent cooperation between one nation and the other.

At the very crux of this topic will be found the element of understanding foreign people for the purpose of arriving at an appreciation of their ideals and traditions. Many opportunities for deriving such knowledge are open to the teacher if he or she will but use them. For

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[1]W. G. Carr, op. cit., p. 6.

instance, the World Federation of Education Association has numerous corresponding agents who are anxious to promote letter writing between children of different countries. This society will gladly cooperate with any teacher or pupil who wishes to carry on such correspondence. One school on the North Shore follows such a practice through its civics course, and reports excellent success. The writer recalls with pleasure the pleasant correspondence that he carried on with a Greek Boy Scout who lived at Athens. It was, indeed, a happy moment when he received as a Christmas present from his foreign friend a Boy Scout Handbook written in the Greek language. Such practices seem to build up a feeling of understanding between the two parties; and it is this understanding that sponsors the inbreeding of a sane-internationalism.

Our civics textbooks are rich in material that offers information on world matters. However, this information, critics say, is of the wrong type. It aims to illustrate our world interest through the medium of relative army and navy strength. It is not the purpose of the writer in any way to suggest that our country should not have sufficient protection against foreign powers. The point to take heed of is this - we can never imbue pupils with the ideals of world peace so long as we measure such knowledge with a yardstick of cruisers, arms, or airplanes. Such cannot be the measure of world understand-

ing. Intelligent understanding of the foreign habits, customs, ideals, and traditions may alone serve as an indicator of world-mindedness.

The schools seem to be especially negligent in this particular task of inculcating proper interest in world affairs. According to an Investigation Into Some Social Attitudes of High School Students[1] conducted by the National Education Association the following facts were learned:

1. 50 percent of the students were of the opinion that our country had never mistreated any other race or nation.

2. 57 percent believed Americans were the most law-abiding.

3. 62 percent considered the Japanese as treacherous, deceitful and scheming.

4. 54 percent considered all Russians inferior.

5. 58 percent thought United States should annex Mexico.

6. To their credit, 81 percent agreed that United States can no longer act alone in business, politics, and economics.

7. Less than 17 percent of the 1,166 pupils tested read the Literary Digest which was the most frequently men-

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[1] School and Society, April 2, 1927.

tioned reference magazine. This information serves to illustrate the apparent lack of interest in the field of world citizenship.

The questionaire sent out by the writer gave the following encouraging information as concerns one hundred Massachusetts school systems.

Number reporting a study of World Citizenship------72
" " " " " League of Nations------75
" " " " " World Court----------69
" " " " " World Economic questions---80
" " use of a Model League of Nations------10

On the surface, this information conveys the opinion that we here in Massachusetts really undertake problems of world interest. However, when we consider that in about 40 percent of these schools civics is taught only for a half-year period, then grave doubts as to how much has been learned seem to arise. It is well, at any rate, that the teachers seem to be aroused to the point where they really think that such information is worth while. The data on the number using the model League of Nations as a motivating element was rather discouraging. However, the colleges are actively engaged in this unique idea. Again the writer would comment upon his own experiences. He was aroused to the seriousness of international cooperation when appointed as the Boston University delegate to the Model League of Nations for New England Colleges. While

attempting to represent the country of India, the writer acquired a knowledge of international affairs which will never be forgotten. Would that this movement might expand more noticeably in the secondary schools. Frances A. Thomas, the Educational Secretary of the League of Nations Association, has advanced a very novel idea. He suggests that the class be divided into representatives from various countries, and that these delegates conduct an open forum, in which the views of their respective countries shall be expounded. Several other similar ideas have been offered, but will be mentioned later under the topic of teaching techniques.

In closing this brief outline of world citizenship we should bear in mind that the topic is of vital concern to every individual. Politics, business, and the press are filled with mention of world problems. Dr. B. B. Bassett reports that foreign relations ranks second in the list of topics most frequently mentioned in political platforms. Professor J. C. Murray, in analyzing some eighteen periodicals between 1905 and 1922, announces that nearly two-thirds of the historical and geographical references in magazines were to nations other than United States. Professor Sharon reports that in the content of nine newspapers, foreign relations ranked second in terms of linear inches. In the face of this information let us recall the wisdom of William Carr which indicates only the school can train pupils in the art of sane-internationalism.

Guidance as a part of the civics program.

Civics already is supposed to include a study of the home, community, government, and world. However, some educators see fit to add another responsibility. It is for this reason, a discussion of guidance as found in the civic education program must be undertaken. A few junior high schools in the state offer separate courses of study in this special field of interest. The questionaire indicates that about twenty-five percent of the schools conduct such a course. This makes it necessary that the remaining seventy-five percent contribute, through their civics course, some information concerning this all-important task of choosing a life career. What is vocational education? The Seven Cardinal Principles of Education says the following:

"Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his very best development."[1]

We can see that the position of the junior high school in this scheme is one of exploration rather than actual practice in a definite trade. Hence, our aim in

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[1]Cardinal Principles of Education, p. 7.

civics should be to point out all those available life careers in which the student may be interested. Strictly speaking, it is of course impossible to give an insight to all of the many business fields of endeavor. However, the opportunity is afforded the teacher of acquainting the student with general trades, from which special occupations may be studied. It has already been pointed out that the junior high school should serve to guide pupils in the selection of their life work rather than to prepare them for it. The teacher's task, then, is to present to the pupil as many vocational fields as possible.

Now the question arises as to how we can open these fields of endeavor for student observation. Opportunities are all about us. The teacher may take the class into local industrial plants, or she even may take a short trip to some famous factory where many men are employed. Such a practice serves a double purpose - first it acquaints the pupil with the community about him, and secondly it serves as a guide in the choosing of a profession. Here is a chance to undertake the study of two very important items by a single exploration. Unfortunately, teachers do not take this opportunity. The questionaire reports that only forty-one percent of the junior high schools availed themselves of this opportunity. One teacher reports that it is his practice to hire a school bus for the purpose of visiting local industrial plants.

One freshman civics teacher on the South Shore has drawn up an elaborate character-vocational rating sheet which serves as a guide in the selecting of a life career. The aim is first to get a character rating from the teacher, principal and parent; and secondly to correlate these estimations in terms of business aptitudes. The questionaire includes some seven pages of data, and certainly is inclusive. Having drawn up the results of the character ratings, an equally comprehensive study is made of ability aptitudes. As a climax to this study, the teacher follows up with a personal visit to the home where the problem is talked over with the parent. This particular instructor should be complimented for his industriousness.

The problem of guidance is so intricate a topic that we must approach it with care. Too often this task has been handed over to one particular teacher who seemed to possess the ability of drawing out the opinions of students as to their likes and dislikes. Today, however, we are fortunate in having men and women trained in this special field. For this reason, there seems to be every indication that the guidance project will rise to a very important position. Our concern in this modern era will be to prepare students in more than one field of endeavor. This is necessary because our business is in such a state of affairs that no one position is certain to last for long - hence, prepare for the emergency.

Character training courses in relation to the civics program.

An extended view of the Boston character training plan has already been undertaken in this essay. We have seen what its objectives are, how the plan works in reality, and what means are employed in its study. Let us briefly consider at this time those worthy features that this study contributes to society.

A person of character is a dynamic force in any community. Such force shows itself in the form of moral excellence, interest in affairs political and social, and influence on the community. Outstanding character traits are needed in order to build up a wide awake, intelligent, and far-seeing social unit. Therefore, every student whom the school trains in sound character is a very effective addition to the nation at large. However, character training courses very often fail to show results in adult life. Somehow, such plans of study fail to function in society. We may partially account for this poor transfer by stating that society does not exemplify good character traits. How can we expect young folks to act the part of good citizens when all about them are examples of just the opposite type? Perhaps, the school is to blame for this failure. The grounds of the charge would lie in the fact that this institution teaches practises only to be enacted while in those institutions. However, this accusation is so

old that it has lost its note of seriousness. Character training courses will only be effective when both school and society cooperate for mutual benefit.

This chapter has pointed out the material content of the progressive civics course. It will be noticed that the model civics course must take into account such topics of discussion as social organization, economic organization, governmental organization, world citizenship, character training, and vocational guidance where school budgets are small.

CHAPTER V.

New Teaching Techniques for the Civics Instructor.

"The world is wide on every side,
New wonders we can find,
And yet for each man space extends,
No further than the mind."

Mabel Skinner

The third source of evidence which indicates that a new civics course is coming into existence may be found in the various new devices for teaching civics. In the first place, there have been placed on the market certain civics textbooks which have taken into account the changes in our economic social structure. Secondly, the use of civics notebooks and scrap books has gained considerable attention. As a third aid to teachers, numerous new magazines, papers, and pamphlets have been published to stimulate the interests of civics pupils. New visual aids constitute a fourth important innovation for classroom use. Still another new feature to be found in the civics classroom is the adoption of socialized teaching. All of these five aids to teaching have gained considerable public attention during the past few years. None of them have reached a state of perfection, but are still being experimented upon. For this reason, we must still

consider these new aids to teaching as evidences of a newer and more effective citizenship training.

A consideration of textbooks.

So important did the state committee on social studies deem the selection of proper texts that a carefully annotated bibliography was included in their tentative program. The bibliography has been divided into four main divisions listed as follows:

A. Essential Texts,

B. Texts with Emphasis on Elementary Economic and Occupational Guidance,

C. Supplementary References,

D. Social Science Laboratory Notebooks.

It will be seen that this has been a very wise division. However, the committee suggests three special bibliographies for each of the topics concerning (1) social organization, (2) governmental organization, (3) economic organization. Thus it happens that those books listed as essential texts in topics one and two differ from those listed in topic three. This means that a school must buy two different textbooks for a year's course in civics. Most school systems will find this suggestion too expensive for their budgets. On examination of the bibliography it will be seen that those texts included as essential for topics one and two are also listed as supplementary in topic three. Therefore, the suggestion is made that,

providing funds are lacking, the same text may be used throughout the year without any great loss.

The questionaire gave an astounding piece of information when it revealed the fact that some fifty-six different textbooks and references were found in use within this state alone. Upon analyzing these same books, it was found that thirty of them were texts, while the remaining twenty-six were strictly reference works, or books dealing with guidance. It seems incredible to believe that such equanimity should exist in the way of textbook material. We shall not, of course, try to comment on all of these books. However, an attempt will be made to rate a few of the more common ones. This short annotated bibliography will be made in conjunction with that given in the state social studies report.

The first textbook which we will consider briefly is that written by Howard C. Hill called Community Life and Civics. The state committee report on this work read as follows:

"A good text, quite simply written and covering the essential points."[1]

This book is most complete, especially as concerns its section devoted to occupations. The text has

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[1] Social Studies Report for Junior High School Grades, p. 64.

been revised several times, until in 1928 it has reached a state of perfection which demands commendation. Mr. Hill is competent to write textbooks, since he has been a successful citizenship teacher for many years. Educators all over the country have commented very favorably upon the completeness of Community Life and Civics. A careful survey of this seven-hundred page book indicates not only thoroughness but scholarship. The questionaire gives us information to the extent that the text is used in about fourteen percent of the schools in this state. The book should also be commended for its splendid illustrations, and its simple diction.

A second textbook equally as popular as the above-mentioned is one arranged by James B. Edmunson and Arthur Dondineau under the name of Citizenship Through Problems. Worthy points to note about this work are first, its arrangement based on problem study, and second, its ample list of parallel references. The social studies report says of this work:

"A most satisfactory text if supplemented with special work in occupational guidance. Convenient lists of parallel readings at the end of each chapter. Well adapted in form to the mental development of the pupils."[1]

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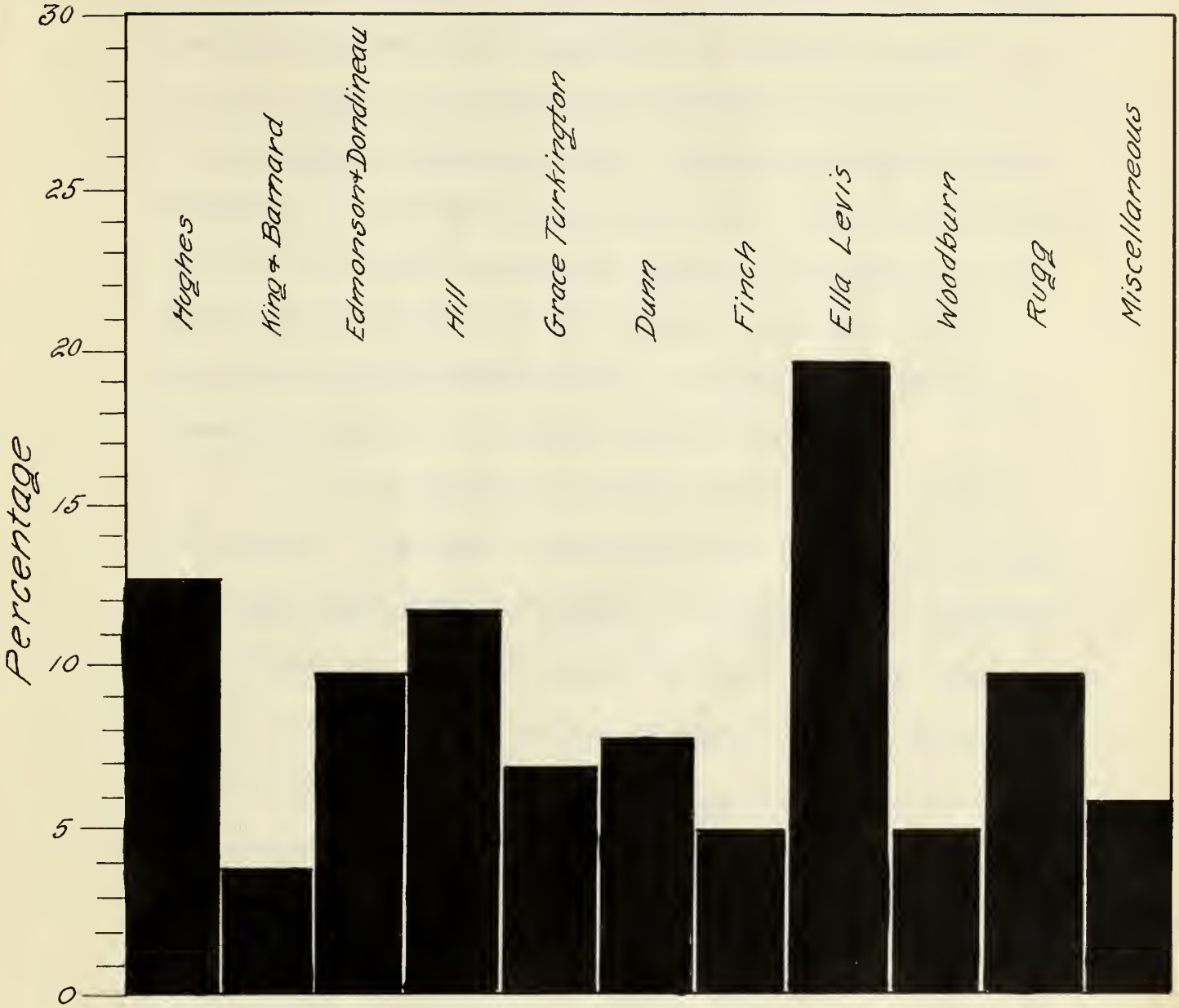
[1] Social Studies Report for Junior High School Grades, p. 64.



Civic Textbooks Used in Schools
Showing Percentages
by Authors

The book is filled with interesting pictures and charts, both being features which add to its popularity. The authors are well-known educational men; Edmunson being Director of Inspection of Schools in Michigan, and Dondineau, the Supervising Director of Instruction in the Detroit public schools. There has been a marked tendency of late to acquire this book. The younger teachers believe that the problem project arrangement is very beneficial, and fits in with modern teaching methods. The work was published in 1929, and may be obtained as cheaply as any of the other similar texts.

R. O. Hughes has several civics textbooks to his credit. Prominent among these are a Textbook in Citizenship, New Community Civics, and Problems of Democracy. The latter work is used primarily in the senior high school where a course bearing the same name is very frequently given. New Community Civics appears to be about as popular as any of the books written by Hughes. It was published in 1924 and has been revised since that time. There is especial attention given in this book to present day problems in business, industry and society. For this reason, it has gained much popularity during the last few years. The questionaire indicates that Hughes' works combined are found in fifteen percent of civics classrooms. Unfortanately, these books were received too late

by the social studies committee for analyzation.

Arthur W. Dunn has been no less active in the civics textbook field than has Mr. Hughes. Indeed, the former author has written even more than the latter. Mr. Dunn has to his credit the following well-known books: The Community and the Citizen, Community Civics for City Schools, and Community Civics. The last mentioned is commonly used in this state, and along with other texts by the same author accounts for about eight-half percent of the total in the state. Community Civics was revised in 1929 and is up-to-date in most details. It is especially rich in diagrams and illustrations. Unfortunately, the social studies committee made no comment on this book. However, the following mention was made of Mr. Dunn's text called, Community Civics for City Schools:

"A good text, simple yet adequate. Treatment of the needs and benefits of community life."[1]

Educators everywhere hold in respect the writings of Arthur Dunn inasmuch as he is regarded as an authority on civic education.

As indicated by the chart, Ella C. Levis appears to be the most favored author in the state. This

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[1] Social Studies Report for Junior High Schools, p. 6.

indication of supremacy may be due to the fact that the text is used in Boston, Lynn and two other cities which represent a total of about thirty-five junior high schools.

However, this statement should not be misconstrued into assuming that the book is not of merit. In fact, we may say that this 470 page work called, A Practical Text Book in Community Civics is deserving of much commendation. It contains suggestions for teachers and pupils, project problems, and very carefully chosen illustrations. The date of publication is 1923, but since that time the book has gone through two revisions. The state committee says of this:

"A clear exposition of the resources and governmental powers of the community. A good text for Parts I and II. Only one chapter on industry."[1]

The author has included only one chapter on industry inasmuch as the subject is studied thoroughly in her follow-up text dealing with Guidance.

Grace Turkington has produced a very splendid textbook of 560 pages called Community Civics. The book is quite popular as evidenced by the chart. The excellent arrangement of problems and project work should be especially commended. Very similar to this work is a textbook called the American Community written by James A.

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[1]Social Studies Report for Junior High School Grades, p. 64.

Woodburn and Thomas F. Moran. It is written in very simple language and may be comprehended by all. There are also many illustrations and diagrams which have been well chosen. The state committee gives the following opinion:

"A comprehensive text, clearly written with many illustrations."

There is one text which seems to be quite commonly used in this state, but yet is not even listed by the social studies committee. Reference is made to King and Barnard's Our Community Life. This book is very fully illustrated, contains ample references, has numerous charts, and is very well arranged. Unfortunately, there is no section devoted to vocational guidance; however, this is commonly missing in most civics textbooks. Charles E. Finch is the author of still another civics textbook of which no mention is made in the state committee's outline. The book is only a small volume but exceedingly well arranged. The questionaire reveals the text as especially popular in small towns where it is used extensively. Finch has called this work Everyday Civics, and published it in 1921. The author, Director of Junior High School Grades in Rochester is capable and scholarly.

Harold Rugg, with the help of other reputable writers, has edited a series of Social Science Pamphlets which are used a great deal in this state. Included in

this group are pamphlets dealing with (a) Town and City Life, (b) Problems of American Industry and Business, (c) America and Her Immigrants, (d) The Mechanical Conquest of America. It can be seen from this list that the field of study is not only broad but detailed. The author suggests that at least one of the pamphlets be studied each year during the junior high school period. The state committee reported very favorably on this series of booklets.

Civics work books were nowhere in evidence according to the questionaire. However, we should not assume that these problem project books have no value; such would be a baselsss assumption. Let us proceed to other means of motivating civics study.

There seems to be general agreement that some sort of class notebook should be kept while pupils are engaged in the study of civics. Out of all the questionaires received, only two failed to agree with this generality. However, we must not conclude from this remark that all notebooks are of the same high caliber in all school systems. In fact, there seems to be a wide range of variance. Some teachers considered as notebooks rough outlines drawn up on plain paper; others considered only elaborate scrap books as real notebooks. In this matter there can be no doubt that we can go to an extreme of elaboration as well as simplicity. Notebooks that show much painstaking work,

however, are indicative of the fact that the pupil was really interested in the task before him. From this statement, the conclusion may be drawn that the extreme of elaboration is not to be considered in as severe light as the extreme of simplicity. Let us examine the content of a few commendable notebooks.

At hand is a notebook written by a ninth grade pupil in the Melrose High School. It begins with a short history of that town from the first exploration of the place to the settlement there in 1629. Following this there is a long list of the industries to be found in the city. Not only have these been mentioned, but also the importance of the business has been most fully commented upon. This information, the student-author reports, was collected as the result of personal visits and inspections.

The next chapter in this interesting notebook has been devoted to suffrage and elections. The student has gone so far as to include a specimen ballot carefully copied from the genuine. The mere fact that the pupil took pains to obtain a ballot and then copy it, shows that he was highly enthused over the project. Another feature particularly interesting was a community charter drawn up for the civics class. In this provisions were made for a mayor, aldermen, and legislative department. No doubt, it was the purpose of the charter to duplicate the city

government in every respect. No indication is given as to how the plan worked out. However, the writer's enthusiasm indicates that the plan was highly successful. So complete is the chapter dealing with the Melrose Fire Department that the description of a ladder truck will be given.

"Ladder 2

This truck carries 360' of ladders, the longest being 60' and the shortest being a 10' folding ladder, 350' of chemical hose, a 40' gallon tank containing soda and acid which is forced out by the pressure generated when soda and acid combine, one dozen 18 x 20 rubber covers, one 20 x 24 roof cover, first aid kit, gas masks, safety belts, life lines, tin roof cutter, 4 axes, a 20 ton hydraulic jack, 6 shovels, 6 brooms, 3 pitchforks, 3 picks, 2 sledge hammers, Browder extension ladder, 750' of 2½'' hose, nozzles and boots. It also carries a deck gun something like those used on fire boats. This is a powerful weapon capable of shooting a stream of 1,150 gallons of water per minute."[1]

This quotation illustrates the interest that the pupil had in his civics study. This same interest should be found in every school, for it develops within the pupil a community consciousness. In this particular case

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[1] A Student's Notebook in Community Civics, Melrose High School.

the point to be noted is that knowledge has been acquired as to the fire protection which the community offers its citizens. As a part of fire prevention study, the pupil drew a diagram of the route to the nearest fire box and fire hydrant. Here was engendered a factor of vital importance to society.

Another notebook of splendid content was one contributed by a pupil in the Avon Junior High School. Although the community in which this educational institution is located may be small, there is no indication that civic pride is lacking. This particular notebook was very completely illustrated with beauty spots within the town. Also included was a very fine poster on forest fire prevention. The student had taken a large leaf and pasted it upon a suitable background. Mounted on the leaf was a cigarette butt, illustrative of the fact that fires may be caused by careless disposal of burning tobacco.

These two illustrations serve to indicate the educational usefulness of notebooks. Some teachers are in the habit of allowing only notes to be written down in these books. Educators condemn this practice on the grounds that it is a poor motivating element. Interest can best be engendered, these educators believe, by permitting the pupil to supplement his notebook in whatever manner he chooses, as long as such choice deals <u>more or less</u> with the subject under discussion. A carefully con-

structed notebook should serve to remind the pupil of the knowledge acquired while studying civics.

Visual aids.

Civic education courses may be improved a great deal by the use of such visual aids as motion pictures, bulletin boards, film slides, maps, and charts. Inasmuch as the careful use of these aids is conducive toward more permanent educational results, their use in the civics program is an evidence of not only a new course in citizenship, but also a more permanent one.

The use of the motion picture in the classroom has been a fairly recent innovation. Recent in the sense that its possibilities as a motivating element have only lately been realized. The questionaire reports that about sixty percent of the schools in the state have a picture machine, and occasionally put it to use in the civics class. Critical observers believe that this means of study is not really employed as an aid in teaching, but rather as a sort of entertainment. Numerous teachers when visited reported that they actually employed the motion picture machine as an aid in teaching civic knowledge. On further inquiry, it was learned that no lesson preparation was made for the film at all. William Carr, Arthur Dunn and other educators believe that before pictures are thrown on the screen, they must first be explained in a previous lesson. Such a suggestion does not insinuate

that the films are not readily understood. Their point is that certain facts must be stressed beforehand, in order to inform the pupil of what is really important. Not only is it essential that a preparation be made, but also the film should be followed up in class with a detailed summary.

There is a common tendency among civics teachers to assume that any moving picture show given at the school is a visual lesson for their civics pupils. This tendency may be illustrated in the case of a small South Shore junior high school. In this institution it was the custom to have a few reels of film shown at the regular weekly assembly. The civics teacher was of the impression that since the films were more or less related to the subject matter contained in the civics course, that the pupils were receiving the benefits of a visual lesson. If the film had been discussed in class before it was given, and followed up with a real lesson, then it might have been a true visual lesson. The most advanced work in the use of the motion picture has been accomplished in the Quincy schools. In this city, careful study has been made of the benefits and faults of this particular teaching device. At the present time, the supporters of the moving picture machine feel that it has great possibilities for classroom use. The questionaire revealed the

fact that about 62 percent of the schools used this instrument in their civics course.

Many teachers and principals feel it beyond their resources to hire films suitable for use in the civics class. This difficulty may be offset by taking advantage of the numerous organizations which let films out free. The General Electric Company, through its offices in Boston, provides this helpful service. The writer had an opportunity to view a school film on "Conservation", lent out by this company. The teacher, having seen the picture beforehand, was able to prepare the pupils for the lesson, and also to follow it up with a test on the material content. There are numerous other organizations which offer this same service; prominent among these are the World Peace Societies which also have offices in Boston. William Carr[1] feels that there is no better way to inculcate clear information on foreign affairs than to conduct a moving picture lesson. Very often, he continues, pupils learn more through seeing a thing than they do by simply reading about it. Herein lies the importance of the motion picture in the classroom.

The bulletin board may be used to extreme advantage in the civics classroom. We must not be of the

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[1]William G. Carr, World Citizenship.

opinion that a weather chart appended once a month on a suitable background is illustrative of the purpose of this means of arousing interest. No, such a practice would serve only to indicate the inefficiency of the instructor. This motivating agent may be of practical value if it contains news of local nature, or news concerning the topics under discussion in the classroom. One town in the western part of the state follows the practice of having a student each day append an article on the bulletin board. At the end of the week these contributions are all discussed as current events. Another school has its bulletin board filled with posters illustrating such items as thrift, conservation, civic beauty, and health. Still another practice followed is to have this same space filled with class campaign literature. The writer was very much interested in some of the election posters which were found attached to every point of vantage in one particular schoolroom. It is rather undesirable to have this idea transferred into later life. There can be no more unsightly an object than a weatherworn political advertisement dangling in the wind.

Years ago, it was a common practice to use the stereoscope in the classroom. According to the questionaire, only four teachers admitted that this instrument was used in their school. The use of film slides seems

to have departed with the advent of the motion picture machine. Some twenty-eight instructors reported that they had used these slides in their civics study. This instrument has a very definite advantage over the motion picture machine, since individual students may ask questions concerning any doubtful point that may arise. Especially is the film slide of use where diagrams or charts must be explained. Perhaps, for this reason alone, the stereopticon is found in use even today. It might be added at this time that the Boston Public Library lends suitable slides to educational institutions which care to use them. Here is an opportunity of which more advantage should be taken.

It might be well to summarize the advantages that the already described visual aids offer the civics pupil. In the first place, it may be said that these instruments serve to form in the pupil's mind a picture of real facts and institutions. Whether this picture is painted brilliantly or not depends upon the teacher's previous preparation of the topic. In the second place, visual teaching develops, according to Carr, an enthusiasm for the study at hand. That is, the moving picture, film slides, bulletin boards, charts and diagrams have all been studied in a manner that was not only educational but entertaining. This same author believes that knowledge learned through textbook study is not as enthusiastically

received as when acquired through pleasant visual means. On the other hand, cognizance should be taken of the fact that adequate preparation for visual lessons must always be undertaken. The future holds much in store for visual education, and it will be interesting to note its progress as time advances.

Literature supplementing civics study.

The teacher of Community Civics is fortunate, indeed, to have a wide choice of literary material. There are any number of newspapers, weeklies, and periodicals which may be used with value in the classroom. Numerous civics teachers make it a common practice to buy these magazines and newspapers to supplement their study. Here again the principle of guidance in reading that which is important becomes paramount. Great care must be exercised in the choice of proper reading material, since our literature market is flooded with periodicals of rather questionable merit.

The Literary Digest still remains the most popular magazine for civic classroom reference. A publication which has lately gained some distinction in the school is Time, a weekly periodical covering all lines of special interest. This magazine is a trifle more expensive than the Literary Digest, but many feel that it is worth the extra money. All articles in this magazine are written from purely non-partisan angles. Therefore, it

is broad in its viewpoint, and absolutely fair in its discussion of controversial issues. To illustrate the versatile interests of the magazine, take note of the following departments: Aeronautics, Animals, Art, Books, Business and Finance, Cinema, Education, Foreign News, Letters, Medicine, Milestones (Births, Deaths, Marriages, and Divorces), Miscellany, Music, Material Affairs, People, Press, Religion, Science, Sport and Theater. Such a list of topics is indicative of the broad scope which Time offers. If a student reads this publication regularly, there is no reason for his not being as well informed on current matters as the average intelligent adult. The vocabulary commonly employed in this magazine is such that it can be understood and appreciated by all junior high school pupils. This weekly has been highly recommended by successful teachers who realize the importance of a condensed news summary.

The most common periodical found in the civics classrooms of Massachusetts is a small four-page paper called Current Events. This newspaper is published by the American Education Press of Columbus, Ohio. Rates are as low as twenty cents per pupil per semester, and usually cause no financial worry. This paper offers a summary of the principle news events of the week. It is written in a language particularly adapted to adolescent pupils, and

for this reason it is especially appreciated. Upon glancing through the issue we find such unique features as a Question Box, cleverly drawn cartoons, special stories dealing with current events, and a summary of national and worldly topics. On the last page there is an interesting test for the pupil to take if he so chooses. This examination has two aims in view - first, it attempts to show the pupil how carefully he has read the contents, and secondly, it indicates to the observant teacher what degree of interest the pupil has in current problems.

The most recent school paper to make its appearance is a small, weekly publication called Uncle Sam's Diary. This issue has been published by the newly created United States Society. This organization, headed by that famous journalist, David Lawrence, has been created by public minded citizens for the purpose of advancing student interest in governmental problems. The society has on its Board of Advisors such men and women as Breckinridge Long, Mary Roberts Rinehart, Dr. Willis A. Sutton, and Elihu Root. Nearly every state has shown its interest in the project by electing delegates to the Board of Trustees. Massachusetts is particularly well represented in the persons of Sinclair Weeks and William Phillips. With such men as Newton Baker, Owen D. Young, and John H. Hibben in the capacity of advisors, this new United

States Society promises to do much in building up an enlightened electorate. School and Society editors gave this new organization a very splendid "write-up", so we may judge that the movement is firmly established in the opinion of educational men.

As concerns Uncle Sam's Diary, David Lawrence says the following:

"This weekly service is designed for distribution to those junior and senior high school pupils who are enrolled in classes in government and history. The week's outstanding developments in the field of government are presented to the student in a simple but interesting manner. It is provided with necessary historical background, and, if controversial issues are involved, it is provided with the arguments advanced by all sides."[1]

This paragraph serves to illustrate the most recent attempt to arouse a feeling of public spirit within the minds of the secondary school pupil. Already the Diary has been received regularly in twenty-eight cities and towns within Massachusetts. This fact is an indication of success in itself, for the society's work was only begun last May. The school welcomes literature which aims

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[1]Circular issued by the United States Society.

to arouse public spirit within the minds of its pupils.

The World Peace Society and numerous such international organizations are no less active in their desire to offer literature for schoolroom use. By merely writing to one of these societies, the teacher is able to receive, at minimum cost, information which is of utmost value in the training of good citizens. Some critics have spoken unfairly of this information. They are of the opinion that such literature is nothing but propaganda for disarmament. The real purpose of the World Peace Society is to foster a spirit of sane-internationalism. The literature, then, of this society is written to achieve this goal alone.

Socializing the management of civics classes.

Socialized teaching seems to be a new "fad" in the educational field of the present day. However, there seems to be a total ignorance of the real meaning and purpose of this new aid to education. Socialized teaching has arisen from the failure of the pupil to realize the importance of the seemingly foolish requests and rules as given by the teacher. The purpose of the new movement is to facilitate the accomplishment of school objectives, and to develop within the pupil such patterns of conduct as responsibility, initiative and self-direction. Teachers seem to be of the opinion that this socialized teaching simply calls forth the natural leaders of the class as

teachers. This conception is quite erroneus in the light of the purpose of the movement. The social management of classes has for a prerequisite the student's expressed desire to take an active part in class study. In other words, socialized teaching must come from within the student.

There are many ways that this new type of instruction may be called into use. Many are under the impression that any student, upon the teacher's suggestion, arises and takes the class for instruction. Such a practice would lead to a very uninteresting class period. One teacher in a very prominent city school wrote on the questionaire that socialized teaching was so boring, not only to herself but to the class, that it had been discarded as a total failure. This young instructor had failed to gain either a true conception of socialized teaching, or else did not know how to carry it out in practice. At the beginning of the paragraph the suggestion was made that there were many methods of gaining the benefits of socialized teaching. Let us consider a few of these as found in the more progressive civics classrooms.

One method of student participation in classroom activity may be represented in the form of a model town meeting or city council. The questionaire revealed that about thirty-eight percent of the schools in the state took advantage of this motivating element. We must fully

realize that this percentage figure may have been exaggerated by over-zealous teachers. However, let us take note of the fact that there is at least the conception of this idea in the minds of the teachers. Already the model city council has been pointed out as it existed in the Melrose High School. Consideration will now be taken of a model town meeting held in a South Shore junior high school.

The particular case under discussion occurred in a community where town meetings were conducted in a very exciting atmosphere. We have before us the picture of a weary moderator holding in his hand a well-worn gavel with which he attempts to still a howling mob of would-be citizens. Such was the pupil's conception of a town meeting - a gathering for the purpose of finding out who could talk the loudest and fastest. This is no exaggeration, and will be understood if the reader has ever attended one of these unique New England democratic gatherings. However, in the particular school under discussion, the model town meeting was held under very different conditions. The pupils participating in the debate were forced to speak authoritatively on all subjects, or else they lost their right to speak. For instance, this particular class was considering the advisability of constructing a sewerage system. The data in the hands of all pupils was a small pamphlet issued by the town upon this

particular project. When one fellow, bent upon duplicating the real town meeting, ventured to offer certain suggestions which were irrelevant to the question, he was quite effectively asked to resume his seat. On the other hand, another pupil had somehow received extra data on the subject, and was therefore listened to attentively. This comparison serves to show that the class was really thinking, else they would have tolerated the views of the first speaker, and not considered the proposals of the second. Now the question will be asked, of what carry-over value is this meeting? The answer to the query cannot be given. The important thing of which cognizance should be taken is this: the school has engendered ideas which will be lasting <u>if society will follow up through proper example</u>. Such a condition is heavy indeed, but an active, intelligent, community will assume this responsibility.

Often times the study of court procedure may be readily simplified by a model of the genuine. The percentage of schools following such a practice runs around forty. Again, we must take into account the over-estimates of teachers in their desire to give the impression that they are up-to-date in their teaching methods. As in the case of the town meeting, teachers should carefully lead their pupils into this particular form of socialized teaching. The practice can never be successful when it is

arranged on the spur of the moment. Only after the students have indicated their desire to enter upon a model court trial should the project be tried. Unfortunately, the writer has only one actual illustration of a school trying this novel method of motivation. Furthermore, the particular example was not, in any sense of the word, a successful project. It will be mentioned here to illustrate that socialized teaching may be detrimental as well as beneficial.

The class was undertaking the study of the courts and their work. Suddenly, the teacher hit upon the novel idea of having a real trial within the classroom. Of course the pupils were interested at once, for it meant that they would not have to study for awhile. At any rate, the instructor picked out a judge, a would-be assassin, a lawyer, prosecuting attorney and a host of other court officials, the result being that there were no pupils left to view proceedings. This arrangement having been made, the class proceeded to "try" the would-be murderer. As it happened, there was a rather comical fellow in the class who had been appointed as sheriff, and who was assuming his duties with much dignity. One of the more mischievous members of the class plotted to shift the evidence against the student sheriff. So cleverly did the boy work, that soon the whole trial was

reduced to a farce.

This incident was not cited to introduce a humorous vein, but rather to show the extremes to which socialized teaching may extend. First, this trial should be criticised because it did not generate from the minds of the pupils; secondly, the teacher committed a grave error when she hit upon a murder trial; thirdly, both class and teacher should be criticised for permitting the experiment to degenerate into a farce.

Another practice quite commonly found within the civics class is that of holding elections for student officers, and for finding pupil agreement with public elections. The questionaire reports that seventy-eight percent of the schools carry on this project. No illustrations of this particular aspect of pupil activity will be given, since reference has already been made to the matter. However, we must take precautions in this project as in others. Too often the practice is entered upon spasmodically. The important thing to remember is that right habits and ideals can only be engendered when careful preparation and follow-up work is included. This point has been emphasized a great many times; however, let us ever keep this important bit of information before our minds. Every textbook writer, every author of civic education information, and every

person doing research in this particular field of motivation lays stress upon this fact.

There remains still another means of student activity within the civics classroom. Reference is now made to a Model League of Nations. Here is a project that is still in its infancy. Only six schools reported that they had tried the experiment with any degree of success. However, the colleges and high schools have entered upon the scheme with very evident enthusiasm. Particularly is the New York Times to be commended for its active part in promoting the Model League of Nations for New England Colleges. The assembly held at Brown University in 1922 was indeed a most interesting gathering. Here were mingled students of every class, race, and creed; intent only upon seeking a true conception of the economic and political ideas of foreign nations. This particular assembly represents the true spirit of sane-internationalism. The secondary schools have always been quick to copy from the college and university. It is to be hoped that the Model League of Nations will be adopted as enthusiastically in the secondary schools as in the colleges and universities.

The questionaire offers us the information that about forty-two percent of our schools conduct trips, under the guidance of the civics teacher, to industrial plants.

Some go so far as to hire a bus for this sole purpose. A rather good policy to follow is that practiced in a great many towns. The idea is to have one or more pupils carefully inspect one plant while other pupils are doing the same in still another. Care should be taken that pupils be allowed to choose those places they wish to visit. There is no material advantage in having a boy inspect a weaving mill when his heart is set upon seeing how a newspaper is printed. It would be well if more civics teachers adopted this novel means of industrial survey.

Visits to the state legislatures seem to be especially popular among the rural and suburban schools. It is a queer coincidence that native Bostonians do not take full advantage of the opportunities for education that are within easy distance of their homes. The rural schools are frequent visitors to the state capitol. The newspaper, from time to time, prints pictures of a happy civics class grouped about their district representative on the steps of the State House. What is the good of this practice? On the surface it appears that the students are too excited to observe legislative proceedings. But is this the primary purpose of the trip? The primary purpose of the visit is not alone to observe legislative action, but to acquaint the pupil with the dependency of one community upon the other and to illustrate the cooperative nature

of the state government. The students realize this aim when they merely observe the many state legislators and the many subjects undertaken by the legislature. In this light, we may consider that the time has been very advantageously spent.

Formerly there was a great tendency for civics classes to witness court trials. The questionaire proved rather surprising, since it indicated that only three schools engaged in this particular project. The cause of the very evident decline seems to be uncertain. Possibly it may be attributed to the modern practice of studying the nation, state and town as a social group rather than as a political system. Furthermore, a court room is not a very fitting place for adolescent school children to visit. There are enough other places to inspect which will contribute just as materially to the making of good citizens. On the other hand, one may argue that the student will be so impressed by the seriousness of the court room that he will always avoid action which may bring him into this same place.

In this last chapter we have tried to point out the evidences of a new civics course as might be found in the teaching methods of the progressive instructor. Consideration was first taken of proper texts. In this connection, several suitable books were discussed and their

general worth indicated; secondly, a brief analysis was made of commendable notebooks found in the state. Following this topic was one dealing with visual aids. Careful study, it was pointed out, should precede and follow a motion picture lesson. The last part of the chapter was given over to aspects of socialized teaching. Let us not forget that any attempt to bring about pupil-participation in classroom activities should come through student interest and not through spasmodic inspirations of teachers. All of these new aids to teaching are real evidences of a newer and better course for citizenship training.

CHAPTER VI.

Summary.

"The destiny of America depends upon the disposition of the American citizen."

Calvin Coolidge

Our study has been conducted for the purpose of discovering evidences of a new civics course. Such evidences were recognized by their contributions toward the making of good citizens - citizens possessed with outstanding character, conduct, intelligence, and insight in matters political and social. In other words, we have studied only those evidences of a new civics course which are conducive toward the moulding into shape of a law-abiding and enlightened electorate.

After discussing the needs for a new citizenship program, attention was called to the three main evidences of its presence. First, we noted the many commendable plans which were issued by state, federal, and municipal educators. Secondly, the material content of the progressive civic education program was mentioned as real evidence of a new and better civics course - better in the sense that it broke away from the fact-finding and theoretical, to enter upon the highly practical study of civics as a part of the student's life.

Thirdly, it was pointed out that teaching techniques as represented in the form of new textbooks, notebooks, visual aids, and socialized class recitation were real evidences of an improved civics course.

To sum up our study, let us consider all of these evidences as having been incorporated in a purely imaginary model civics course. In the first place, this course would undertake a study of social organization. Under this topic the pupil would be taught to appreciate the environment about him - not only as it affected him, but as he affected society. Also, this same study would contain suggestions of the most profitable uses of leisure time. Finally, the study would foster the building up of a true conception of sane-internationalism.

The second great topic to be undertaken in our civics study would be that of governmental organization. Under this heading, the pupil will be taught to understand the government as it materially affects him. Likewise, the study of governmental organization would serve to acquaint the individual with the intricacies and complexities of our whole government, to the end that he may be more appreciative of the purposes and benefits of a democracy. Finally, this particular topic should foster a spirit of tolerance for other national governments. Such a spirit of tolerance helps to develop an appreciation of our whole world unity.

As a third topic, our model course will undertake a study of economic organization. Under this division, the pupil will become acquainted with the principles of economics and fields of business adventure. Such studies will be undertaken for the purpose of developing intelligent members of society. These members will be prepared to meet the emergency of unemployment by preparing themselves for more than one occupation.

In teaching this model civics course, the instructor may employ a number of techniques. If a textbook is used, it will be one that takes into consideration the special needs of the community. The construction of notebooks will be resorted to for the purpose of engendering within the pupil a community consciousness. In order to make the student keen in matters political and social, the instructor may use the many literary publications that are easily accessible. In order to present true pictures of the work of the government, the many visual aids to education may be employed. Finally, the instructor may resort to some form of socialized teaching. This particular technique will foster within the pupil responsibility, self-assertion, and sound judgment.

With the aid of all these new contributions to the study of civics, educators are now in a position to meet the demands of a growing and changing nation.

Professor Mahony of the Boston University School of Education has pointed out three shortages of our political democracy which may be adequately eliminated by the new civics course. The first shortage is the lack of an intelligent electorate; the second is a scarcity of effective politicians; and the third is a lack of respect for law and order. The civics program as outlined above will do much toward the elimination of these particular shortages.

APPENDIX

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30. White, E. M., "Study of Civics and Politics," Social Review, April, 1932.

COPY OF QUESTIONAIRE

Survey of Teaching Methods in the Study of Civics for 7th, 8th, and 9th Grades, or Junior High Schools in Massachusetts

	7th Grade	8th	9th
1. What Text do you use?			
a. Title			
b. Author			
2. What main Reference book is used?			
a. Title			
b. Author			

3. Do you have your pupils keep-------- PLEASE CHECK ANSWERS TO FOLLOWING QUESTIONS

   1. Notebooks
   2. Newspaper clippings of interest.

4. Do you use any of the following visual aids?

   1. Motion Pictures
   2. Maps and charts
   3. Posters
   4. Bulletin boards
   5. Stereoscope
   6. Film slide

5. Have you ever tried with success any of the following

   1. Model City Council or Town Meeting
   2. Model Court Trial
   3. Model League of Nations

4. Model Elections
5. Pupil Class Conduction (Socialized teaching)
6. Class Government
7. School Government

6. Do you ever conduct trips to
   1. Actual court trials
   2. Local industrial plants
   3. Local or state legislative bodies

7. Do you include in your Civics course a study of
   1. World Citizenship
   2. League of Nations
   3. World Court
   4. World Economic Questions

8. Is information about guidance a part of the civics course

   Yes ------ No ------

9. As an undergraduate at college or normal school did you study any of the following:
   1. American Government and Politics
   2. Economics
   3. American History
   4. European History

LIST OF CITIES AND TOWNS ANSWERING QUESTIONAIRE

1. Abington
2. Amesbury
3. Amherst
4. Andover
5. Arlington
6. Attleboro
7. Avon
8. Billerica
9. Bolton
10. Bourne
11. Boston
12. Braintree
13. Bridgewater
14. Brookline
15. Brimfield
16. Canton
17. Chelsea
18. Chelmsford
19. Chester
20. Charlestown
21. Concord
22. Cummington
23. Danvers
24. Dighton
25. Duxbury
26. East Brookfield
27. " Bridgewater
28. Easthampton
29. Easton
30. Foxboro
31. Fitchburg
32. Framingham
33. Hamilton
34. Hanover
35. Hanson
36. Harwich
37. Hingham
38. Holbrook
39. Holyoke
40. Hudson
41. Hyannis
42. Kingston
43. Lawrence
44. Lexington
45. Lincoln
46. Ludlow
47. Lowell
48. Lynn
49. Malden
50. Mansfield

51. Marion
52. Marshfield
53. Mashpee
54. Merrimac
55. Middleborough
56. Millbury
57. Millis
58. Milboro
59. Monson
60. Natick
61. Needham
62. Northampton
63. Norwood
64. New Bedford
65. Newton
66. North Attleboro
67. North Easton
68. Norton
69. North Andover
70. Oxford
71. Quincy
72. Pittsfield
73. Plymouth
74. Provincetown
75. Randolph
76. Rockland
77. Rockport
78. Salem
79. Sandwich
80. Scituate
81. Sharon
82. Shelbourne
83. Shrewsbury
84. Springfield
85. Sterling
86. Stoneham
87. Sudbury
88. Walpole
89. Warren
90. Watertown
91. Webster
92. Westborough
93. Westfield
94. Westminster
95. West Springfield
96. Weymouth
97. Whitman
98. Whitingsville
99. Winthrop
100. Winchester
101. Williamstown

TEXTBOOKS AND REFERENCES FOUND IN MASSACHUSETTS

1. Community Life and Civic Problems, H. C. Hill.
2. Conduct and Citizenship, E. C. Brown and Adams.
3. Community Civics, H. C. Hill.
4. Lessons in Citizenship, G. Turkington, Magan and Prichard.
5. Problems in Guidance, Brewer.
6. Citizenship, Ella Levis.
7. Essentials in Civ. Government, Forneau.
8. American Government, F. A. Magruder.
9. Every Day Civics, Frick.
10. Citizenship and Government, Mills.
11. Constitution of the United States, Schuyler.
12. The World Talks, B. Price.
13. Our Economic Life, Carver and Adams.
14. Problems of Democracy, R. O. Hughes.
15. Problems of Citizenship, R. O. Hughes.
16. Citizenship Through Problems, Edmondson and Dondineau.
17. Americanization Questionaire, Bradshaw.
18. Our Community Life, King and Barnard.
19. Chronicles of America Series.
20. Growth of the American People, Kelly.
21. Elementary American History, Woodburn and Moran.
22. Story of Human Progress, Marshall.
23. The American Community, Woodburn and Moran.

24. Government and Politics in United States, Guiteau.
25. Textbook in Citizenship, Hughes.
26. The World Book, O'Shea and Locke.
27. Laboratory Textbook in Civics, Hepner and Hepner.
28. The Community and Citizen, A. W. Dunn.
29. Introduction to American Civilization, H. Rugg.
30. Changing Civilizations in Modern World, H. Rugg.
31. Social Service Course, H. Rugg.
32. Lessons in Citizenship, Guiteau.
33. Preparing for Citizenship, Guiteau.
34. Problems of Democracy, Williamson.
35. Pursuit of Happiness, Manley.
36. America in the Making, Wenbeg and Mills.
37. Community Civics and Rural Life, A. W. Dunn.
38. The Constitution of Our Country, Rexford and Carson.
39. Civics at Work, Williamson.
40. Community Civics, Field.
41. My Country, G. Turkington.
42. We and Our Government, Jenks and Smith.
43. Manual for Massachusetts Voters, Smith.
44. Our Country, West and West.
45. School History of American People, Robbins.
46. You and Your Government, Maxey.
47. History of Lawrence, Dorgan.
48. Introduction to American Culture, H. Rugg.

49. Introduction to European Governments, H. Rugg.

50. Changing Civilizations, H. Rugg.

51. A History of American Civilization, H. Rugg.

52. A History of American Government, H. Rugg.

53. Our Government, Smith, Davis, and Maclure.

54. History of American People, Beard and Bagley.

55. Economics and Vocational Civics, R. O. Hughes.

56. Community Civics, R. O. Hughes.

57. The Good Citizen, Hepner and Hepner.

58. Encyclopedia of American Government, McLaughlin and Hart.

59. Community Civics, G. Turkington.

60. Directed Civics Study, Foote.

61. School Civics, Boynton.

62. Choosing an Occupation, Ziegbe.

63. The Nation's History, Leonards and Jacob.

64. Community Civics and Science, Hunter.

65. Better Citizens, E. Levis.

66. World Almanac, Literary Digest, and Time.